DOCUMENT RESUME

ED 198 738	FL 012 201
AUTHOR	Bartos, Marilyn: And Others
TITLE	Language and Man: An Exploratory Foreign-Language Program for Grade Six.
INSTITUTION	American Council on the Teaching of Foreign Languages, New York, N.Y.: Monroe County Community Schools Corp., Bloomington, Ind.
PUB DATE	72
NOTE	121p.: For related document, see ED 131 679.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Body Language: *Cultural Education: Elementary Education: *Fles: *French: Grade 6; Linguistics: *Second Language Programs: Sociolinguistics

ABSTRACT

This curriculum guide presents a program introducing sixth-grade children to the study of language, of languages other than English, and specifically of French. An initial section includes a variety of activities designed to interest students in the study of language, its peculiarties, complexities, and importance in life. Prior to the first French lesson, two days are spent learning about gestural language. The French language is introduced through its sounds and through a look at the French-speaking world. Basic skills are then introduced in the following order: greetings, time and the calendar, weather, the body and clothing, school, home and family, food, and sports. (JB)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED198738

LANGUAGE AND MAN

AN EXPLORATORY FOREIGN-LANGUAGE PROGRAM

FOR

GRADE SIX

MONROE COUNTY COMMUNITY SCHOOLS
BLOOMINGTON, INDIANA

BY

MARILYN BARTOS
KAREN HUNSICKER
JUDITH MORROW
SUSAN ARANJELOVIC
MAXINE MODESITT
HELEN STURBAUM

1972

"Persons who purchase and use materials from the ACTFL Materials Center should realize that they are not purchasing commercial, letterperfect materials. The effort to make these materials available for teachers to use as models as quickly and as economically as possible requires your indulgence as you examine and use them."

ACTFL Materials Center
2 Park Avenue
New York, NY 10016

FL 012 201

WHAT DO FOREIGN LANGUAGES HAVE TO DO WITH US?

First Day: Teacher-Initiated Discussion:

1. What is your heritage? Where did your ancestors come from?
2. Do you speak any foreign language in your home? Which one(s)?
3. Do you know where the peoples representing the three most commonly-taught foreign languages--French, German and Spanish- settled in Indiana? (Transparency #1)
4. Do you know what towns in Indiana represent French, German and Spanish through their names? (Transparency #2)
5. Do you know that you already speak some foreign language every time you speak English?

Examples

Spanish	German	French
poncho	frankfurter	garage
siesta	kindergarten	mini
Fresca	Gesundheit!	ballet
Fritos	Volkswagen	fondue
Vaya con Dios.	Auf Wiedersehen!	Oh-la-la!
Adios.	Danke schön.	En garde!
Hasta la vista.		Bon voyage.

6. Do you know that you use foreign language when you eat?

Examples

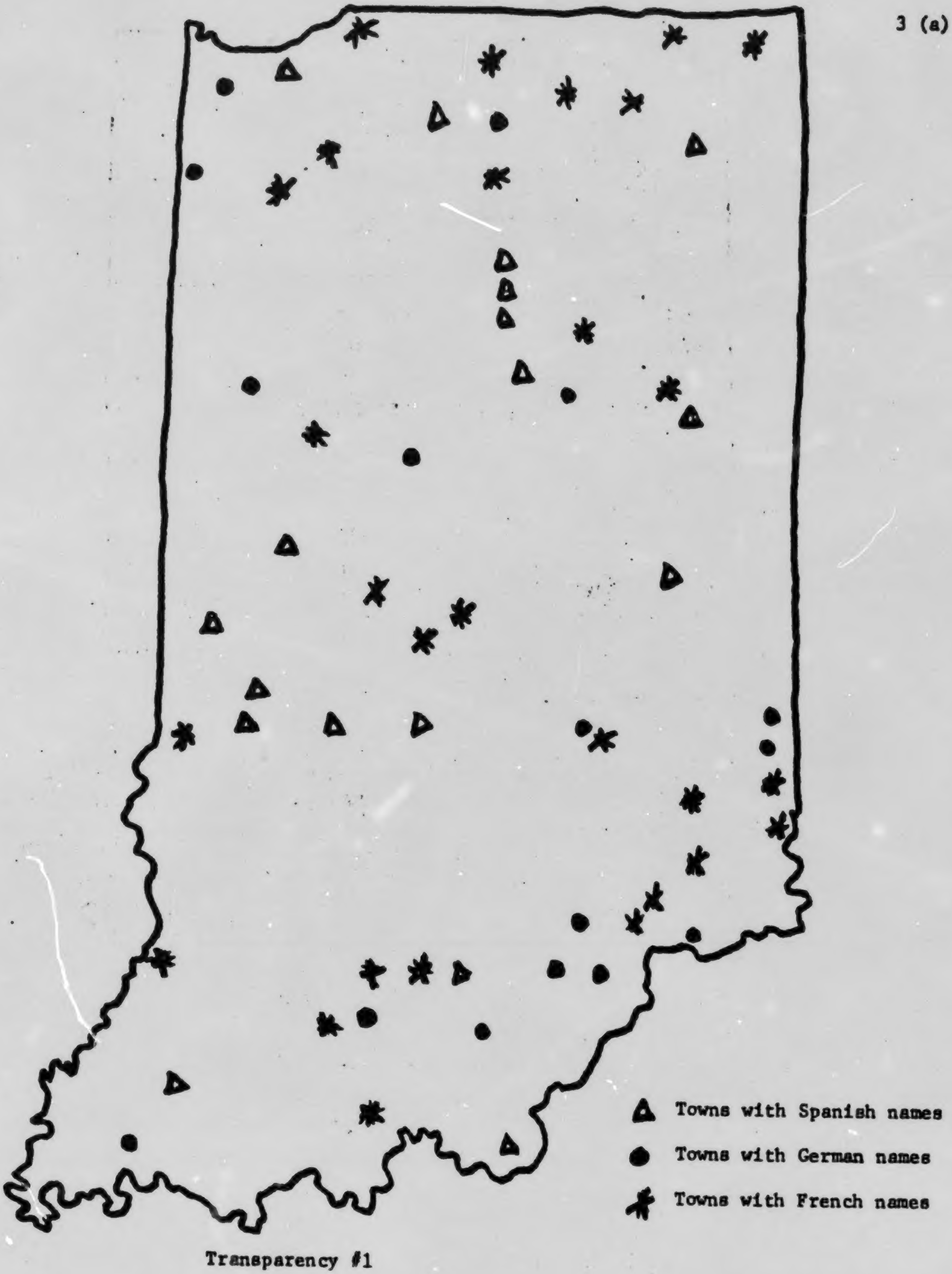
chile con carne	frankfurter	soufflé
frijole	pumpernickel	omelette
taco	sauerkraut	éclair

tamale	wiener	fondue
Fresca	wienerschnitzel	casserole

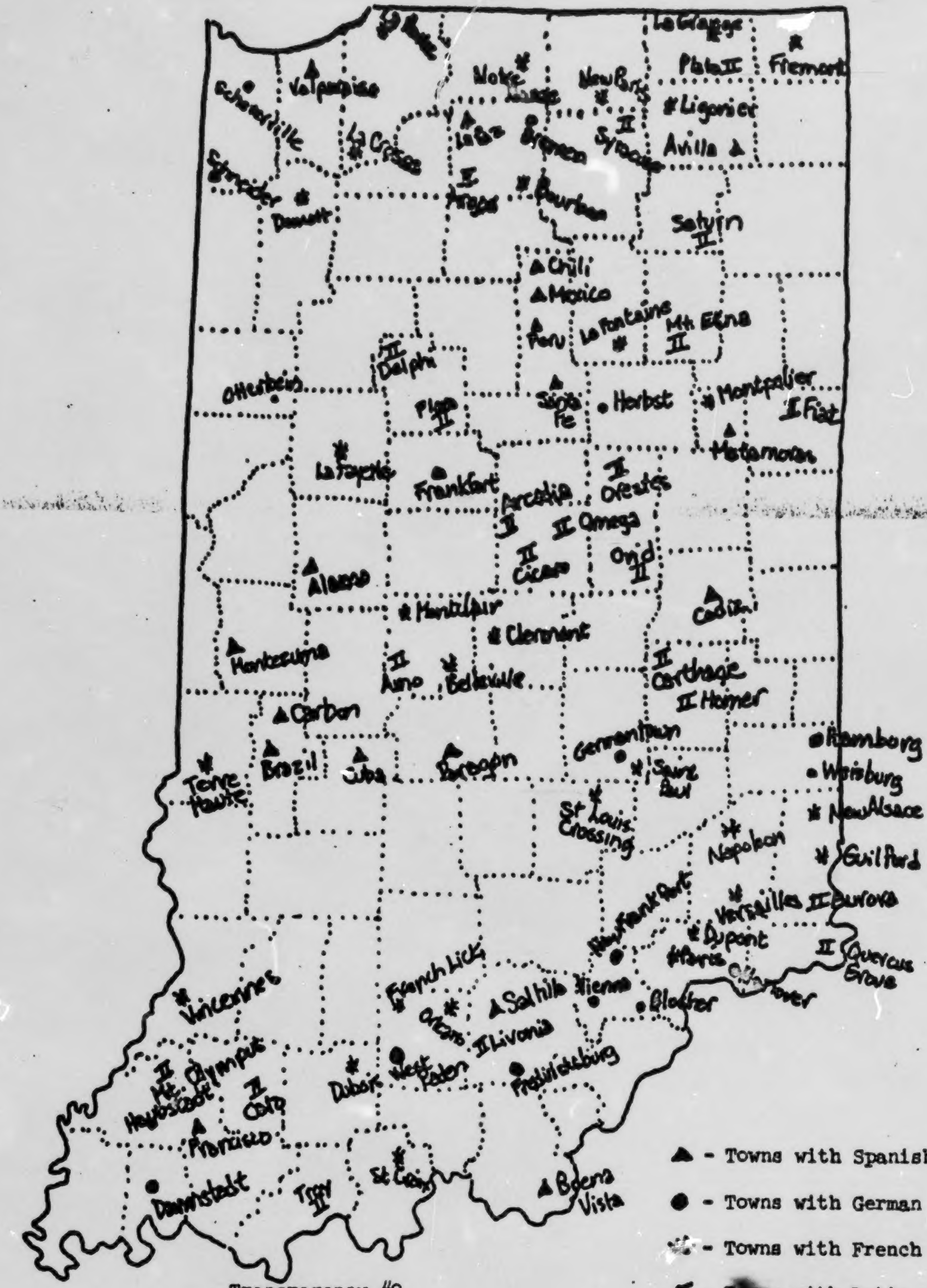
7. Can you use the following "foreign" words in sentences? (Supply a mimeographed list for study overnight. Use a transparency in the classroom.)

Spanish	French	German
adobe	adieu	Gesundheit!
hacienda	coiffure	Auf Wiedersehen.
patio	chanson	Volkswagen
plaza	baton	Mercedes
fiesta	gauche	dachshund
siesta	amour	kindergarten
palamino	croquet	EdelweiB
Fresca	clique	verboten
Fritos	chic	hinterland
bronco	gourmet	Luftwaffe
rodeo	attaché	U-Boat
bonanza	boutique	blitzkrieg
desperado	buffet	frankfurter
wrangler	bureau	dummkopf
hoosegow	crochet	wiener
California	communiqué	delicatessen
Nevada	avalanche	Fraulein
Montana	corsage	pumpernickel
Florida	fiancé	ersatz
Rio Grande	chateau	Achtung!

8. An assignment might be to identify five other words of foreign origin which are common in English.


△ Towns with Spanish names
● Towns with German names
✱ Towns with French names

Transparency #1


LaGrange
Notre Dame
New Paris
Plato II
Fremont
Schererville
Valparaiso
Ligonier
La Crosse
La Paz
Bremen
Syracuse
Avilla
Schneider
Demotte
Argos
Bourbon
Saturn
Chili
Mexico
Peru
La Fontaine
Mt Etna
Delphi
Otterbein
Plato
Santa Fe
Herbst
Montpelier
Fiat
Matamoras
Lafayette
Frankfort
Arcadia
Orestes
Omega
Cicero
Ovid
Alamo
Montclair
Clermont
Cadiz
Montezuma
Arno
Belleville
Carthage
Homer
Carbon
Brazil
Cuba
Parogon
Germantown
Saint Paul
Terre Haute
St Louis Crossing
Hamburg
Weisburg
New Alsace
Guilford
Napoleon
New Frankfort
Versailles
Aurora
Dupont
Paris
Hanover
Quercus Grove
French Lick
Saltillo
Vienna
Blocher
Vincennes
Orleans
Livonia
Mt. Olympus
Haubstadt
Cato
Dubois
West Baden
Fredericksburg
Francisco
Darmstadt
Troy
St Croix
Buena Vista

▲ - Towns with Spanish name

● - Towns with German names

* - Towns with French names

II - Towns with Latin and Gr
names

Transparency #2

A Possible Discussion Question: Why aren't the Romans and Greeks represented on the "settler" map?

A WORD IN YOUR EAR: Tape Footage

Tape begins:	34'
Watch to whom you're speaking Introduction	34' - 52'
Language not the same as expressing emotion Wolf (animal) and wolf (man)	52' - 82'
Language as adequate for each society 15,000 languages spoken Great variety of American Indian languages We all know our language is the best one	82' - 99'
Language is an expression of culture: place, time, sex, age, circumstances	99'
Place: Contemporary English and American accents	
Time: The Lord's Prayer 600 years ago	129'
The Lord's Prayer 1000 A. D.: Anglo-Saxon	142'
Names of Animals and their meat	160'
Age: the child and the college professor	178'
Sex: Indians of Brazil	186'
American: a man using a woman's language	193'
Occasion: Siam: special words used only with the Siamese King	212'
American entering office and later in a Board meeting	221'
Nutka Indiana	229'
Queen Victoria	239'
Politician's proposal	244'
Vocabulary: Eskimos and Snow	266'
Caribou words	
Numerals: woodpecker scalps and obsidian blades	
Old England: names for groups of animals	290'
Preparation of animals as food	311'
Language reflects change; polysynthetic language; compressed wreakage	
Eskimo	330'
Headlines of American newspaper; more compressed wreakage	356'
New words:	385'
Child misbehaves and is corrected in various languages	406'
American: "Be good." Implies he has been bad.	
French: "Be wise." He has been foolish.	
Scandinavian: "Be friendly, be kind." He has hurt someone by being unkind.	
German: "Be in line!"	
Hopi: "That is not the Hopi way." (ends)	463'

	Tape Footage
Trobrian Islanders: Mariners east of New Guinea If a thing changes, it becomes something else entirely; therefore, it is called something else. Examples: yam words	464'
Americans faced with saying the right thing when confronted with a new baby	502'
Trobrian Islander: "How baby."	520'
Cultural similarities in languages: The Trobrian Islander trying to handle car identification (American)	567'
The Navajo Indians: a wonderful and varied language	586'

The Navajo finds security and balance in ritual and ceremonies. In his view of the Universe, he sees himself as a part of Nature; he is not interested in trying to control it, as we are; he is trying to understand it and his place within it.

Our language is centered on nouns, and the first words our children use are nouns; to the Navajo, verbs (doing) and actions (thinking) are central. In their language, there are many words for moving; their language is often polysynthetic.

"John is dying." Different death concepts.	675'
Editorial in a Navajo newspaper.	690 - 726

Conclusion:

Cultural differences are lost in translation.

Language is peculiarly human; differences between language and animal sounds.

Culture is impossible without language.

Language sets modes of observation and interpretation; creates a society's own world of social reality.

Scientists creating new vocabulary; new language.

DIFFERENT LANGUAGES IMPLY DIFFERENT WORLDS. Tape ends 932'

Second Day: Did you ever think about the different ways in which languages operate?

Brief review of previous day's "foreign" vocabulary.

Teacher-Presentation: (Using blackboard or transparency)

Note: The teacher will have to decide whether to use the material as is or merely the content.

a) A woman has a figure, a man has a physique;

A father roars in rage, a mother shrieks in pique;

Broad-shouldered athletes throw what dainty damsels toss;

And female bosses supervise, male bosses boss;

Lads gulp, maid sip;

Jacks plunge, Jills dip;

Guys bark, dames snap;

Boys punch, girls slap;

Gobs swab, WAVES mop;

Braves buy, squaws shop.

A gentleman perspires, a lady merely glows;

A husband is suspicious; a wife, however, KNOWS.

...Richard Barrutia

b) I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through.
Well done! And now you wish, perhaps
To learn of less familiar traps?

Beward of heard, a dreadful word
That looks like beard and sounds like bird.
And dead; it's said like bed, not bead;
For goodness sake, don't call it deed!
Watch out for meat and great and threat,
(They rhyme with sweet and straight and debt.)

A moth is not a moth in mother
Nor both in bother, broth in brother.

And here is not a match for there,
Nor dear and fear for bear and pear.
And then there's dose and rose and lose-
Just look them up--and goose and choose.
And cork and work and word and sword.
And do and go, then thwart and cart.
Come, come, I've hardly made a start.

A dreadful language? Why man alive,
I learned to talk it when I was five,
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.

...Dr. Richard N. Krogh

Discussion: (Using following material)

As a small child, along with learning the sounds of your own language you learned a lot of other things about English too. You found out the difference between Daddy scared the dog and The dog scared Daddy. You were learning the syntax of your language, although of course at that time you didn't know what syntax was. In case you are still hazy, we will define it for you: syntax is the machinery that makes the individual words operate, the system by which the words are related to one another. When you knew the difference in meaning between the two sentences given above, you knew the difference (in English) between subject and object; you understood this bit of English syntax. You didn't of course know the terms subject and object, and you couldn't give a good explanation of how you knew the difference. Can you give that explanation now?

Unless you are different from most students, your answer was probably something like,"The subject is the doer of the action." Does this answer the question? Is this a clear explanation of how you tell?

Until recently we were satisfied with such answers as that given above. Now however we are not. A new field of study called structural linguistics has changed our way of thinking. Through new techniques we can now give more sensible descriptions of languages than before. Using these descriptions we can make the process of language learning somewhat more efficient.... You may find that much of what you learn about language will contradict what you have heard before.

Let us return to your childhood. By the time you were five and a half you had "learned the language." There were still odds and ends lying around; you might, for example, still have said He breaked it, but this very error shows that you had learned the system by which the vast majority of English verbs form their past tense.

On the other hand, your vocabulary at the age of five and a half was still incomplete. In fact you are still learning English vocabulary, and you will never learn more than a small part of it. One of the tasks in any field is to learn the complex specialized vocabulary ("jargon") and the concepts for which they stand. This continuing experience with new words is the reason why the learner of a foreign language invariably thinks first of vocabulary; it is the only part of the learning of his own tongue that he remembers.

Just as the sounds of language are different, so are the shapes of words, phrases, and utterances. Some languages form utterances by stringing together a lot of short words in a fixed order. English is this sort of language, and so is Chinese.

Waldo E. Sweet. Latin: A Structural Approach. (Ann Arbor: The University of Michigan Press, 1957), pages 7-8.

Demonstration: (Using Blackboard)

English expresses meaning through word order. Let's demonstrate how much English depends on word order.

Let's begin with three nonsense words:

SMIZZLE DIZZLE CHIZZLE

These words have no meanings that we know--and yet we can form perfectly good English sentences with them.

The smizzles are dizzling the chizzles.

Which word in this sentence tells what the "actors" are doing-which word is the verb?

Which word is the subject--who is performing the action?

Which word is the object--who is having something done to him or them?

Let's try another example.

Smizzle the dizzles and chizzles!

What's happening in this sentence? What kind of sentence is it?

Who is doing the acting here--what is the subject of this sentence?

What is being done--which word is the verb?

Who or what is having something done to him or them? What is the object?

And a final example.

The smizzled dizzles were chizzling.

What is the subject here? What does "smizzled" tell us about the subject?

What's the verb here--what is going on?

A possible assignment might be to have the students prepare three nonsense syllables of their own and write five English sentences using them.

AZTEC DIALECT

Third Day: Detecting Meaning.

Note: It would be wise to let three or four students put their syllables and sentences on the board to review the dependence of English on word order to signal meaning.

Teacher Presentation: (Use transparency or blackboard)

Yesterday we discussed how much English depends on word order to show meaning. Today we are going to be dealing with an Aztec dialect. We are not going to be worried about how the words sound--just how meaning is shown in this Aztec dialect.

Study the following lists for a few minutes.

Aztec Word	English Meaning
ikalwewe	big house
ikalsosol	old house
ikalcīn	little house
komitwewe	big cooking pot
komitsosol	old cooking pot
komitcīn	little cooking pot

Aztec Dialect

Aztec Word	English Meaning
petatwewe	big mat
petatsosol	old mat
petatcīn	little mat
ikalmeh	houses
komitmeh	cooking pots
petatmeh	mats
kōyamecīn	little pig
kōyamewewe	big pig
kōyamemeh	pigs

This exercise is taken from: Waldo E. Sweet. Latin: A Structural Approach.

What parts of these words have the following meanings?

a. cooking pot
b. more than one: plural
c. old
d. little
e. mat
f. house
g. big
h. pig

How would you say "old pig" in this language?

How does this dialect of Aztec show meaning?

Assignment: Construct a language which operated like the dialect of Aztec with which we have been working. "Invent" a way to show each of the following:

a. girl
b. boy
c. dog
d. cat
e. teacher

Then "invent" a way in which to show each of the following and use with each of the words above:

a. good
b. bad
c. pretty
d. ugly

Finally, form the plurals of all the words you formed in the first section.

How Words Come to Be and Mean What They Do

Transparency

(Text and drawing concept from: S.I. Hayakawa. Language in Action. (New York: Harcourt, Brace and Company, 1941): 149-50)

"(The first figure) shows eight objects, let us say animals, four large and four small, a different four with round heads and another four with square heads, and still another four with curly tails and another four with straight tails. These animals, let us say, are scampering about your village, but since at first they are of no importance to you, you ignore them. You do not even give them a name.

"One day, however, you discover that the little ones eat up your grain, while the big ones do not. A differentiation sets itself up, and, abstracting the common characteristics of A, B, C, and D, you decide to call these GOGO; E, F, G, and H you decide to call GIGI. You chase away the GOGO, but leave the GIGI alone. (second figures)

"Your neighbor, however, has had a different experience; he finds that those with square heads bite, while those with round heads do not. Abstracting the common characteristics of B, D, F, and H, he calls them DABA, and A, C, E, and G, he calls DOBO. (third figures)

"Still another neighbor discovers, on the other hand, that those with curly tails kill snakes, while those with straight tails do not. He differentiates them, abstracting still another set of common characteristics: A, B, E, and F are BUSA, while C, D, G, and H are BUSANA. (fourth figures)

"Now imagine that the three of you are together when E runs by. You say, "There goes the GIGI;' your first neighbor says, 'There goes the DOBO;' your other neighbor says, 'There goes the BUSA.' Here immediately a great controversy arises. What is it really, a GIGI, a DOBO, or a BUSA? What is its RIGHT NAME? (last figure)

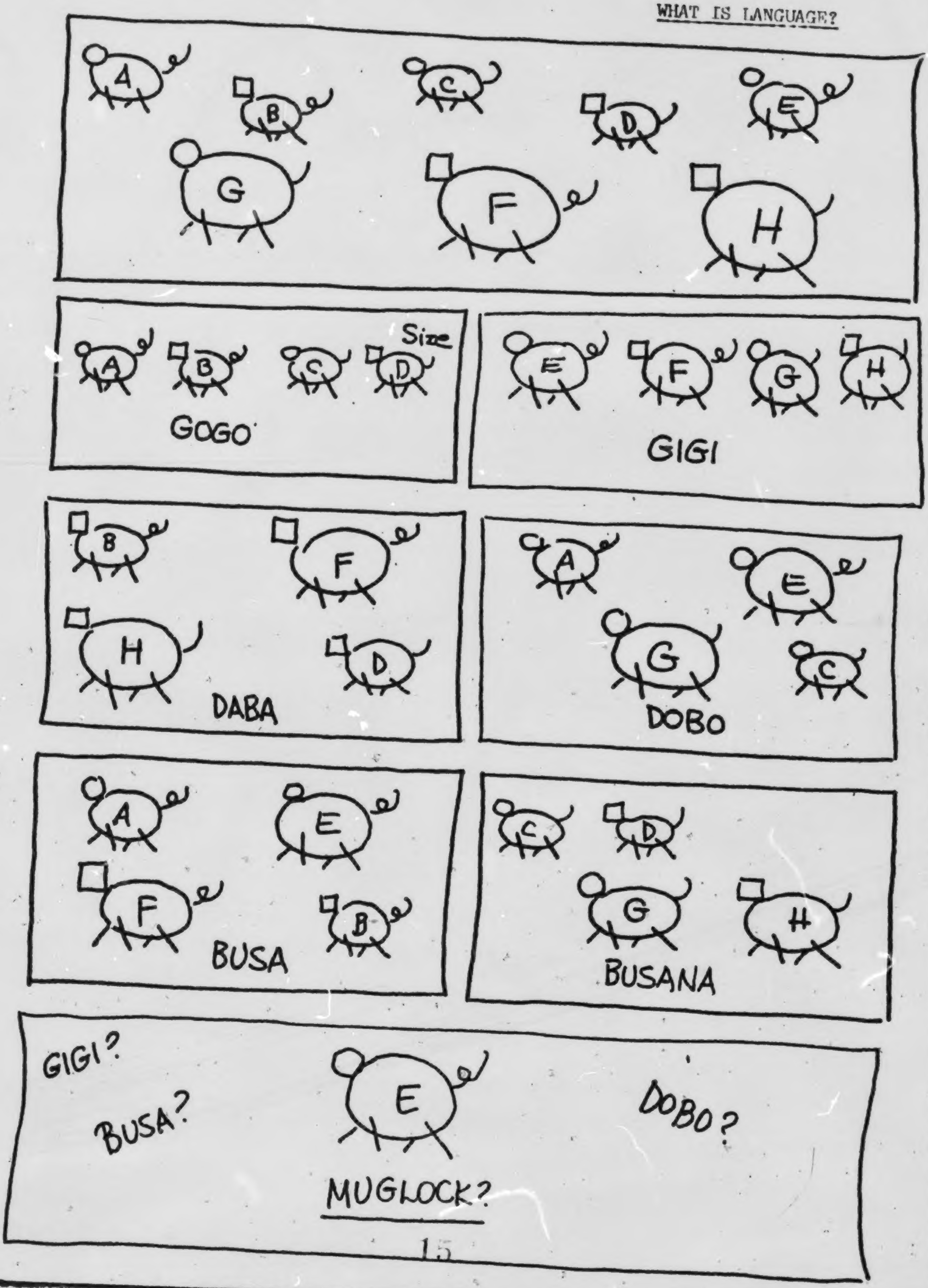
"You are quarreling violently when along comes a fourth person from another village who calls it a MUGLOCK, an edible animal, as opposed to UGLOCK, an inedible animal--which doesn't help matters a bit."

Discuss: Which of the neighbors is right? (All of them; this is the way in which languages come to pass.)

Did the students accept the opening statements that these are animals? Why was that idea acceptable to them?

"The patterns of the senses that are extended in the various languages of men are as varied as styles of dress and art. Each mother tongue teaches its users a way of seeing and feeling the world and of acting in the world, that is quite unique."

Marshall McLuhan. Understanding Media: The Extensions of Man. (New York: The New American Library, a Signet Book, 1964): p. 83.


A
B
C
D
E
G
F
H
Size
GOGO
GIGI
DABA
DOBO
BUSA
BUSANA
GIGI?
BUSA?
DOBO?
MUGLOCK?

LANGUAGE IS SOUND

Sound makes up a great part of everyone's world, but we are often unaware of some common sounds. Take out a sheet of paper and number it from 1 - 16. As you hear the sound on tape, write what you think it is on your paper.

Teacher should replay the tape, discussing each one. Do boys do better on some items? Girls on others?

1. Canaries: Note wide frequency of their warbles.
2. Girl in shower: Happy or sad? Why do many people sing in the shower?
3. Driving golf ball: Why were there at least two sounds?
4. Eating a carrot: How do you know it's a carrot? Is the sound made with the mouth open or closed? What difference would it make?
5. Clothes line: In New York City back yard. Does it sound like the students' clothes line? Why not?
6. Mix-Master: Did more girls recognize this than boys?
7. Mechanical toy: What parts of the action do we hear? Have you ever had such a toy?
8. Wooden garage door: The sounds of this one opening and closing could drive Dracula to the creeps. First it goes up, then a hoist with the handle, up it goes the rest of the way and the door scrapes down. Did you hear the handle being turned to lock the door at the end?
9. New York Jets Football team: What game is this? It is a regular game or a practice?
10. Whiplash: Made with a 15-foot whip. What happens when something goes faster than the speed of sound?
11. Stock car race: Is this a single sound or a collection of sounds?
12. Drag car race (2): Where are you as a spectator?
13. Christmas tree burning: This was a pile of 300 trees. Note the extreme quickness of the sound. What else could this sound be?
14. Power lawn mower: Happy or sad sound?
15. Telemetry Sounds; Sputnik: The sound that shook the free world and started new trends in education.
16. Launch of a Saturn missle. Did many students miss this? Why not? Does this sound evoke any emotions in them?

Why do some of these sounds evoke emotion in others, but very few show any emotion? Some supplementary work might be done with animals making various sounds which do show emotion.

Sound and Emotion:

Apart from the words themselves, the way people speak can tell us many things. Our own emotions color our language. Say the following words as if you were angry:

turnips lettuce applesauce radishes

Say these words as if you were in love:

toads warts snakes snails

Say these words as if you were sad:

party ball game free day Christmas

Say these words in a happy way:

spanking grounded sassy too young

Is this hard to do? How could you rearrange these words to make your task easier?

Homework: Make up two entirely new words which show each of these emotions: anger; love; sadness; happiness. Apart from the words themselves and their meaning, how did you know which emotion the speaker showed? (Vocal tone)

Discuss: What do we mean when we say someone's voice is poor? In which professions is it necessary to have a "good" voice? What do we mean by a "good" voice?

Although many languages are written with the same alphabet, the letters are not pronounced the same, because each language uses its own special group of sounds. On learning another language, until the learner is exceptionally good at it, he usually speaks with an "accent". This simply means that the speaker has carried some of his own sounds into the other language, and that he is having a little difficulty pronouncing certain sounds of the new language. EVERYONE HAS THIS PROBLEM, AND SO WILL YOU. This is why it is so important to say new words to yourself, to your friends, to anyone who will listen, even if you feel a little silly at first (the more you say the new word, the less silly it will sound to you and to everyone else).

It is important to get the sounds of your new language as nearly correct as possible, because, in every language, the change of one small sound can change the entire meaning of a word. Consider our own language:

bat but bet pet put pit pig dig dog dug

Each word by itself has a different meaning. Consider the following sentence:

Charlie put his pet pig in the pit.

It makes sense. However, what kind of sense do you get by changing just a few sounds?

Charlie pig his pit put in the pet.

Obviously, the change of a single letter at almost any part of a word can change sound and meaning in English.

See what you can do to the meaning of the following words by just changing one sound.

Vowel change: Start with red.

Beginning sound: Start with fight.

End sound: Start with ball.

What would you think if a person learning English said: "I just came to America on the beeg sheep."

Discuss: What sound is he having trouble with?

What is the importance of correct speech sounds?

What are some things students can do to make correct sounds in other languages?

(Note: Teacher might use Danny Kaye records of stories in various accents, or other TV or movie people famous for accent roles)

WHY DON'T LANGUAGES USE THE SAME SOUNDS?

Teacher-led discussion: Why did the people in Hayakawa's tale of the animals each call them by a different name? Now thinking in terms of sound, why do we all not say the same word for the same sound? A sneeze is a sneeze 'round the world, we all have noses and we all sneeze. But here is the sound made:

English: atchoo
Spanish: atchis
French: atchouin
Japanese: gu-gu
German: hatschi
Russian: apchi
Chinese: hah-chee
Indonesian: wahing

Do the different peoples of the world have differently-shaped ears? Do they actually hear different sounds? Try to bring them to McLuhan's idea again.

If more time is available, comparing the sounds different animals make in Spanish, French, German, or Latin might be interesting to the students.

Day 1:

GESTURES

Before we continue our study of spoken language, let's take a side trip to some other byways of communication--gestures and sign language.

In every culture of the world, certain gestures convey meaning as well as words. For example, a child sticks out his tongue to his father. Is he understood? With what gesture might his father respond? Isn't communication without language beautiful?

One of the most universal gestures is to extend the arm, palm up, and open. What does it mean? Discuss how the gesture carries this meaning.

Here are some common gestures we use in the United States (Transparency: Common Gestures, U.S.A.). What do they mean? Look at them again. Do any show an emotion? (4, 6, 8, 10) Which ones direct you to do something? (1, 2, 3, 11, possibly 8) All of these gestures used what part of the body? What emotions, directions, or ideas can we convey with other parts of our body (eyes, mouth, forehead, etc)? (Note: teacher may ask students to show only their eyes and make gestures others may try to interpret; other parts of body also)

The most common signs in which "body language" is used are the smile and the frown. Try the following: Pretend another student near you is someone with whom you want to make friends. However, in your culture, the meanings of smiles and growns have been reversed. Try to make friends, frowning where you ordinarily smile. You partner will respond with his friendly frown, also. (Note: Give students about 2-3 minutes)

Discuss: Was it easy or difficult to do? Why
Did you have trouble frowning and using a friendly voice? Why?
Did you finally laugh or giggle? Why?

How do you think you might feel if you actually were suddenly living in another country where smiles and frowns are reversed?

How important are gestures in any culture, anyhow?

Homework: Choose one of following activities and prepare it for class tomorrow. EVERYONE SHOULD ALSO DO #8.

#1. Observe either a friend or one of your parents. Which gestures does he/she use most often? Does this person have one gesture which he uses a great deal? When does he use it? Are there special gestures which this person uses only with you? Are there physical "warning signs" you see when this person is getting angry? What are they? Which person you know uses the most hand gestures? What are they?

#2. Look through a magazine. Find pictures of 10 different gestures; cut out and paste on paper. Tell the class what these gestures mean to you.

#3. Look at some television commercials. Turn the sound down and just study the gestures used. Are they important in selling the product? What product was being sold? What were the gestures?

#4. Choose a commonly known product that you would like to sell. "Sell" it to the class in pantomime, using only gestures and body language. You must do it in 3 minutes.

#5. Watch a well-known political or TV personality, real or otherwise. Record the gestures he/she makes. What do they express?

Have you seen "The Copycats" on TV? If you can, watch. What are some things you must observe and copy to be a good mimic? Can you mimic a famous person?

#6. You are an astronaut meant to orbit Mars. Instead, you crash there. A delegation is approaching your ship. You need to 1) establish that you are peaceful, 2) get drinking water, and 3) go to a doctor, as you have some broken ribs. You know no Martian language. Show how you communicate in this situation.

#7. In front of the class, do five gestures which show anger; five which show some other emotions; (happiness, fear, etc.). Mix them up. The class must guess what they are. If you want to, cover your face with a mask or a paper bag, so that you facial expression won't give you away.

#8. Make up a different, attention-getting hand gesture. Instead of raising your hand to be called on, use this new gesture. Are you brave enough to use it in classes other than this one? If so, talk about the reaction to it in language class.

Day 2:

Use about half the period having students show or tell about their homework. Mention that gestures were probably the earliest form of communication. Today, some are understood by themselves; others make spoken language more meaningful.

Let's look at one kind of gesture around the world. How do different people greet each other? (Transparency: Greetings Around the World)

1. Englishmen and Americans shake hands.
2. A Chinese in former times shook his own hands when he met a friend. Some modern Chinese do this also.
3. Samoans sniff each other.
4. Frenchmen kiss each other on the cheek.
5. Latin American men embrace.
6. Soldiers of almost every land give each other some kind of salute.
7. Laplanders rub noses.
8. An American boy often greets a friend by slapping him on the back.

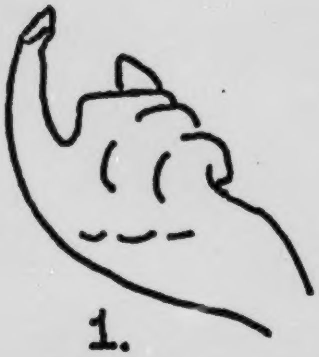
Discuss: How would you feel if you were introduced to someone, you started to shake hands, and he leaned over and sniffed you? How might he feel? How could the embarrassment have been avoided? Is it better to sniff or shake hands as a greeting?

Tomorrow some time will be spent trying to guess what some gestures mean in other countries.

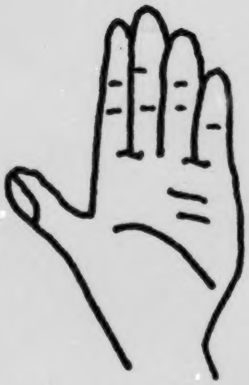
Day 3.

Review past two days' work by having students discuss importance of gestures in the study of any language, even their own. Mention that there are entire areas they didn't even look at, such as Indian sign language deaf-and-dumb sign language, semaphore language, sports language, etc.

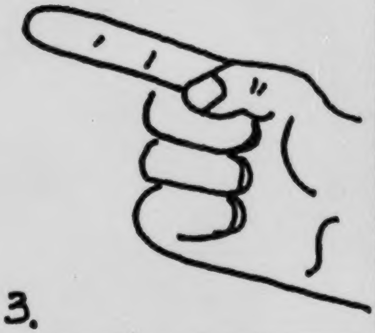
Spend the rest of the period having students make the following gestures, then trying to guess what they mean. Do as many as you have time for. (Gestures and meaning courtesy of Carl Zeigler, IU Department of German)



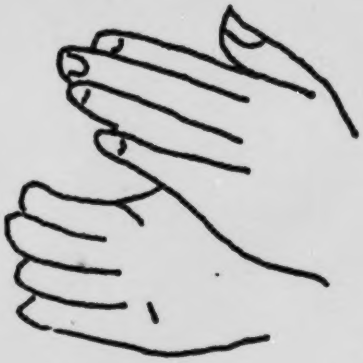
1.



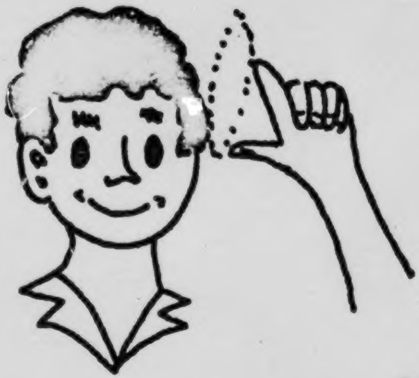
2.



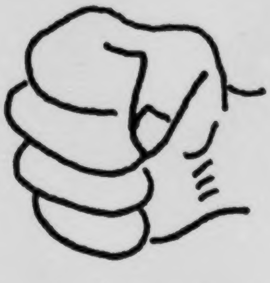
3.



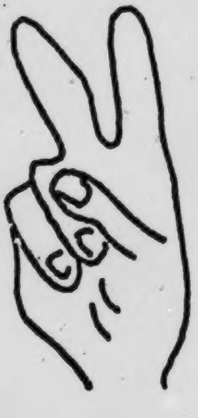
4.



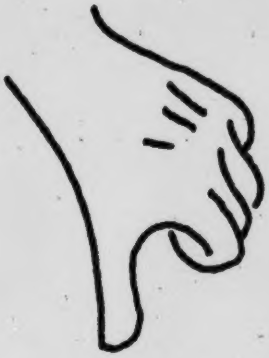
5.



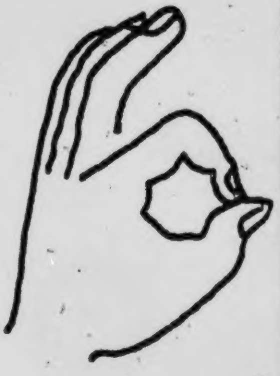
6.



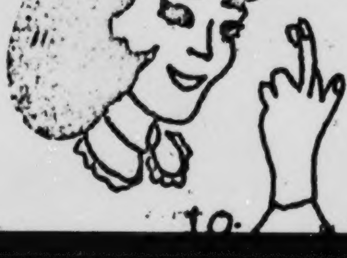
7.



8.



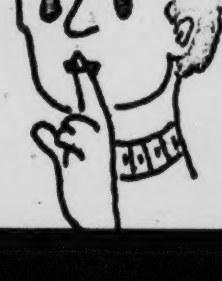
9.



10

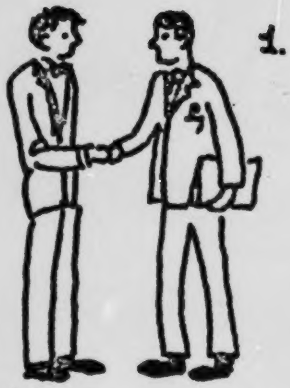
COMMON HAND GESTURES · U.S.A.

Patterned after THE
LANGUAGE BOOK by
Franklin Folsom



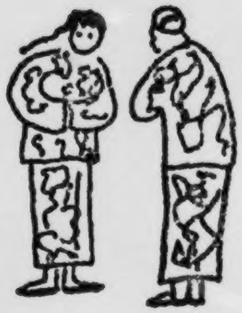
1

1.

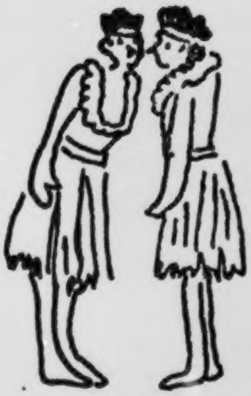


Englishmen and
mericans shake
hands.

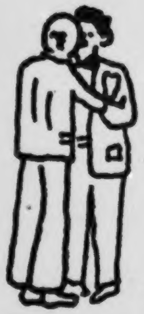
2.



Ancient Chinese shook their
own hands when they met
a friend.

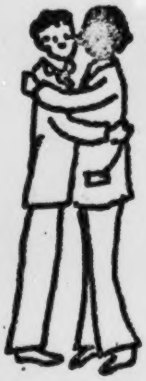


Samoans sniff each
other.



renchmen kiss
each other on
the cheek.

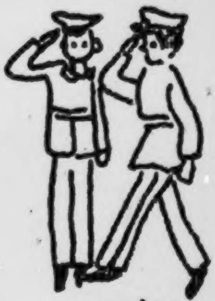
4.



Latin American men
embrace.

5.

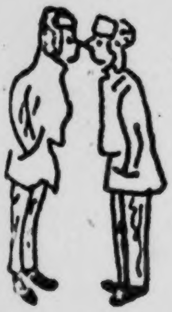
Soldiers



salute.

6.

7.



laplanders
rub noses.

¿Qué tal?

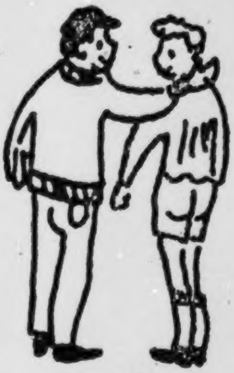
Allô.

Hallo.

Hello.

GREETINGS AROUND THE WORLD

Patterned after THE LANGUAGE
BOOK by Franklin Folsom



An American boy may
greet a friend by
slapping him on the back.

21
0.1

INTRODUCTION TO FRENCH

I Review of French elements in our culture.

Use transparencies for review.

A. French words we already know.

garage
mini
ballet
fondue
Bon Voyage
souffle
omelette
casserole
gourmet
croquet
bureau
crochet
avalanche
fiance
buffet
baton

amateur
matinee
repertoire
elite
naive
pot-pourri
rendezvous
R.S.V.P.
culotte
lingerie
camouflage
debris
sabotage
chauffeur
chauffeur
pasteurized

Franglais: We have borrowed words from French, but the French are also borrowing words from us. Many French people resent the fact that English words are creeping into the pure French, but nevertheless it is happening all the time.

le week-end
le snack-bar
le milk-bar
le music-hall
stop
le scout
le handicap
le shampooing
le smoking
le sandwich
le camping

le jazz
le sport
la boxe
le golf
le match
le basket-ball
le businessman
le parking
le prefab
le film

B. French-speaking Americans:

In the United States, French is spoken along with English in New Orleans and southwestern Louisiana by the descendants of the French and Acadian settlers. French is also spoken in areas if Maine and Vermont.

II Where in the world is French spoken?

The French Republic is composed of:

Metropolitan France (France and Corsica)
4 overseas Departments: French Guina, Guadeloupe, Martinique, Reunion
7 overseas Territories: Comoro Islands, French Polynesia, French Southern and Antarctic Lands, French Territory of the Afars and the Issas, New Caledonia, Saint-Pierre & Miquelon, Wallis and Futuna.
In addition, a Territory, the New Hebrides, is administered jointly by France and Britain.

A. Europe: French is theofficial language of France (Corsica included) and one of the official languages of Belgium, Switzerland, and Luxembourg. French is the official language of Monaco.

B. Africa: French is the official language of 18 independent countries: Cameroon, Central African Republic, Ivory Coast, Dahomey, Gabon, Guinea, Upper Volta, Madagascar (island), Mali, Mauritius (island), Niger, Chad, Senegal, Toto, Congo Republic (ex-Belgian), Republic of the Congo (ex-French), Burundi, Rwanda.

C. North America: French is one of the official languages of Canada. It is spoken in the Provinces of Quebec, Ontario, and New Brunswick. French is theofficial language of the islands Saint-Pierre and Miquelon, Territories of France off the coast of Nova Scotia.

D. South America: French Guina, an overseas Department of France.

E. The Caribbean: French is the official language of the Republic of Haiti. The spoken language is le creole, a patois based on Old French combined with Spanish and African dialects. French is the official language of Guadeloupe and Martinique, two overseas Department of France.

F. Pacific Islands: New Caledonia, French Polynesia (Tahiti and other small islands.) French is one of the official languages of New Hebrides, a Territory administered jointly by France and Britain.

G. South Indian Ocean: Comoro Islands, the island of Reunion.

H. Countries in which French is a secondary or administrative language: CAmbodia, Laos, North and South Vietnam, Morocco, Tunisia, Algeria. French is also used in certain Arab countries in the Middle East, especially in business transactions. (Lebanon)

23
0.3

II H. (cont.)

French is not the only language spoken in many of these countries some of which are newly independent and comprised of polylingual populations. Frequently, French is the language of instruction in the schools in countries which were former French colonies or protectorates. The use of French as the official language, or as one of the official languages, facilitates administrative and business matters in the country. It also makes possible communication between neighboring countries which otherwise would not have a common language. All of France's former territories in Africa are now independent, but most have chosen to retain strong economic and cultural ties with France: another reason for the use of French as an official language.

III Who speaks French every day?

Suggested visuals: Homemade slides from BHS South (include slides of Morocco), Pictures--especially of Africa, from National Geographic and Paris Match. Also pictures of Canada; Montreal and Quebec.

IV Names in French

A. Many names are similar or identical in French and English but are pronounced differently:

Albert
Alfred
Arthur
Charles
Georges
Henri
Louis
Maruice
Philippe
Richard
Robert

Anne
Annette
Catherine
Helene
Louise
Marguerite
Marie
Pauline
Virginie
Jacqueline
Alice

B. Some names have equivalents in meaning in English, but are different in form:

Andre	Andrew	Jean	John
Etienne	Stephen	Jacques	Jack
Francois	Francis	Pierre	Peter
Gauthier	Walter	Raoul	Ralph
Guillaume	William		

IV

C. In French many names have both a masculine and a feminine form?

Andre	Andree	Jean	Jeanne
Antoine	Antoinette	Louis	Louise
Emile	Emilie	Lucien	Lucienne
Francois	Francoise	Marcel	Marcelle
Georges	Georgette	Michel	Michelle
Henri	Henriette	Simon	Simone
Jacques	Jacqueline	Rene	Renee

D. Double names are common French:

Jean-Paul
Jean-Marc
Jean-Pierre
Jean-Marie
Jean-Jacques

Anne-Marie
Marie-Claude
Marie-Louise
Marie-Therese
Jeanne-Marie

25
0.5

ACTIVITIES **INTRODUCTION TO FRENCH**

1. Bulletin board covered with identified pictures showing contrasts of people and places in France, Canada, Africa, etc.

2. As students enter room have tape playing of the first song they will learn. (Suggestions: Frere Jacques, Sur le Pont d'Avignon, Alouette, En Passant par la Lorraine, Savez-vous planter les choux or something equally simple.)

3. Are they studying France, Africa, Canada in a geography or social studies course?

4. How many of the students have visited New Orleans, Canada, France, Africa?
   How many have studied French or another foreign language before?
   How many have a French cultural background, a French last name or first name?
   How many speak a foreign language at home?

SUGGESTED REPORTS OR PROJECTS:

5. Reports on individual countries in which French is spoken.
   The history of the French in Vietnam.
   Reports on principal French-Canadian cities.

6. Reports on explorers.
   Reports on famous French scientists and inventors--Pasteur, Curie, Daguerre, Louis Lumiere, Monsieur Guillotine, Ampere, Louis Braille.
   Reports on famous French statesmen--Pompidou, De Gaulle, Pierre Trudeau, Leopole Senghor.

7. Map Work: With individual maps (world map, Canada alone, Africa alone) Fill in countries in which French is spoken.

8. The teacher will play a paragraph on tape in French. The students listen for new sounds they practiced. Enforce the idea that each language makes sounds a special way; the better they can say those sounds the more French they will sound. This is also the reason most of us have accents in other languages--we are still using the way we make sounds in our own language.

SOUNDS

1. /é/ The é in French is like the first part of the vowel sound in the English word say.

Put your hand on your jaw lightly as you repeat some English words. Notice how your jaw moves up at the end of each word.

say, may, day, lay

Now put the tip of your tongue against your lower teeth, and smile just a little.

é é é é

Very good if you didn't move your jaw. Now compare the English and French by saying the words in pairs. The English word comes first.

say / ses day / des gay / gai may / mai

Don't let the sound turn into an eeeee sound as it does in English: eg: sayeee.

2. /u/ First say eeeeeee. Make a wide smile, and put your tongue against your lower teeth.
Second, DON'T MOVE YOUR TONGUE, but round your mouth as though you were going to whistle, and out comes u!

eeeee/u eeeee/u eeeee/u

Now let's contrast some English sounds. Eht English comes first.

boo / bu too / tu do / du moo / mu

Now let's contrast the u sound with French ou sound which is a little shorter and clearer than the English. (Jaw stiff)

tout / tu vous / vu nous / nue sous / su

3. /l/ Your tongue should remain straight; it should not curl back as it does when you say the English word bell. The tip of your tongue should touch the back of your upper front teeth quickly: then release--belle

quel tel pelle elle sel

Now contrast with English words. The English comes first.

bell / belle tell / tel sell / sel

4. /r/ To say the sound r put the tip of your tongue against your lower front teeth. First say ag ak then lower the back of your tongue slightly so that it does not quite touch the roof of your mouth: ag ak ar

bague - bar gag - gar vague - Var dague - dart

Now repeat the following words. They end with the sound r.

car, barre, art, gare, dart, mare, lard

carat, barreau, arrosé, garé, mari

Now the following pairs of words:

carat - rat barreau - rôt arrosé - rosé garé - ré
mari - ri carreau - rôt barré - ré garou - roue

Try this jingle:

Rat vit rôt.
Rôt ravit rat.
Rat devora rôt.
Rôt brula rat.

(The rat saw the roast.
The roast delighted the rat.
The rat ate the roast.
The roast burned the rat.)

5. Nasal sounds--There are four nasal sounds in French. They are called nasal sounds because some air passes through the nose when they are pronounced.

/ã/ Say ah, now round your mouth slightly more, and let some air pass through your nose. If you put your fingers on either side of your nose you should feel a slight vibration when you say a.

an ment sans vent lent

/õ/ Say o, keep your mouth round, let some air pass through your nose.

mon bon ton son don vont font

/ẽ/ Say the a sound in the English word sat. Now let some air pass through your nose.

pain vingt main saint bain

/œ̃/ Say the sound uh or the vowel in the word love, then let some air pass through your nose.

un brun parfum defunt

BIBLIOGRAPHY

1. Cadoux, Remunda, Vous et Moi, Macmillan, 1970, pp. 280-283, 294-296.

2. Cadoux, Remunda, Getting to Know France, Oxford, 1968, p. 1-20.

3. Davey, Robert, France and Its People, Cambridge Book Co. 1952, p. 26-27.

4. A-LM French, Level Two (Second Edition), Harcourt, Brace & Janovich, Inc., 1970, pp. 214-216. T34-Y37.

1.1

GREETINGS

DIALOGUES

Visual

#1 Jean-Pierre: Salut, Françoise. Ça va?
Francoise: Ça va très bien. Et toi?
Jean-Pierre: Pas mal, merci.

#2 Francoise: Tiens, je voudrais te présenter mon amie, Suzanne.
Jean-Pierre: Enchanté
Francoise: Allons au cinéma.
J-P et
Suzanne: D'accord. Allons-y.

#3 Bonjour, mes amis. Comment allwz-vous? (Bonsoir.)
Très bien, merci. Et toi? (Et vous?)
Pas mal, merci. (Comme ci, comme ça./Pas très bien./Très mal.)

#4 Comment t'appelles-tu?
Je m'appelle ...
Comment vous appelez-vous?
Je m'appelle Madame ...

#5 Et ton ami, comment s'appelle-t-il?
Il s'appelle ...
Et comment s'appelle ton amie?
Elle s'appelle ...

Qui est ce garçon?
C'est mon ami. (C'est Paul.)
Qui est cette jeune fille?
C'est mon amie. (C'est Paulette.)

#6 Suzanne: Salut, Françoise.
Francoise: Bonjour, Suzanne.
Suzanne: Comment vas-tu?
Francoise: Je suis très fatiguée.
Suzanne: Tiens, le professeur arrive.

Le professeur: Bonjour, mes élèves. Comment allez-vous?
S et F: Très bien, merci. Comment allez-vous, Monsier?
Le professeur: Très bien, merci. Alors, à demain.
S et F: Au revoir, Monsieur.

VOCABULAIRE:

Active: Je m'appelle
Comment t'appelles-tu?
Comment s'appelle-t-il? / elle
l'ami / l'amie
est
Je voudrais te présenter
Bonjour

Enchanté
Qui
Comment vas-tu?
Très bien, merci.
Comme ci, comme ça.
Au revoir
D'accord.

Passive: Salut
Ça va
toi
pas mal
ce garçon
cette jeune fille

Tiens
Allons au cinéma.
Bonsoir
Comment allez-vous?
Comment vous appelez-vous?
Je suis très fatiguée

mes élèves
alors

ACTIVITÉS

1. Drill various mini-dialogues with the visuals, with each other. Use chain conversations in class.

2. Questions to help students understand the uses of tu and vous.

    a. How do you address your teacher? Would you say "Hi, _____!" using her first name as she enters class? Why not? What does your form of address indicate?

    b. How do you address your friends? Why don't you call them "Miss", or "Mister"?

    c. Are there adults you usually call by their first names? What is their relationship to you?

    d. Make a list of five people with whom you would use the familiar tu form of address in French; five other people with whom you would use the formal vous form.

3. One student stands at the front of the room. Beside him stands another student who indicates by his expression whether he feels fine, so so, or miserable. The first student then asks volunteers 'Comment vas-tu?'. They must answer according to the expression on the face of the second student; Très bien., Comme ci, comme ca; or Très mal.

4. When introducing students to each other, make sure that they shake hands, as French students would do.

31
1.3

LA CULTURE

A.

1. se serrer la main The handshake is used much more in France than in the United States. It is common even among students greeting each other.

2. bras-dessus, bras-dessous Girls and women do not hesitate to walk down the street arm in arm or hand in hand. This is a common sight and considered proper and acceptable.

3. s'embrasser The custom of kissing each other on both cheeks is not considered bad taste or effeminate. It is a common way to greet each other or to say goodbye.

4. Bonjour, Monsieur It is considered poor taste to say Bonjour without adding the person's name or term of address. In English we can say "Hi." or "Hello" without adding a person's name. For example, you would say Bonjour, Paul or Bonjour, Madame. Notice that you do not add the person's family name after Monsieur or Madame or Mademoisell. This is done only with a social inferior. In English we can say, "Hello, Mr. Smith." but in French it is simply, Bonjour, Monsieur. *

B. tu and vous There are two forms of pronouns used in speaking to someone in French. In English we say "you" no matter to whom we are speaking. Our form "thou" is no longer common usage. In French tu is used:

1. When two people know each other very well.
2. With family members.
3. With children.
4. With animals.

The vous form is used:

1. With several people. (It is also the plural form.)
2. With someone you do not know well.
3. With someone older, or in a position of authority.

---

*Prof. H. L. Nostrand, University of Washington, Dept. of Romance Languages.

GREETINGS
Test: Teacher's script

You will hear a statement or a question. You will then hear three possible responses, identified as A, B, or C. You will circle one of these letters on your paper indicating the most appropriate response. Each statement will be read twice.

Example: You hear, How are You?
A. John Smith
B. Fine, thanks.
C. He is sick.
You would write B because the question "How are you?" is best answered by "Fine, thanks."

We will now begin.

1. Comment t'appelles-tu? (3 seconds)
   A. Je m'appelle Jean-Pierre. (3 seconds)
   B. Il s'appelle Jean Pierre. (3 seconds)
   C. Je vais très bien. (5 seconds)

2. Comment vas-tu?
   A. Je m'appelle Suzanne.
   B. Bonjour, Monsieur.
   C. Très bien, merci.

3. Au revoir.
   A. Enchanté.
   B. Au revoir.
   C. Bonjour.

4. Je voudrais te presenter mon amie, Francoise.
   A. Enchanté.
   B. Au revoir.
   C. Comme ci, comme ça.

You will hear a statement read in English. You are to decide whether this statement would use the tu or the vous form in French. If you think it would use the tu form write T on your paper. If you think it would use the vous form write V on your paper.

5. A child is speaking to a puppy.

6. A man is meeting another man for the first time.

7. A child is speaking to his mother.

8. A mother is speaking to her child.

9. Two girlfriends are talking.

10. A student is speaking to the principal.

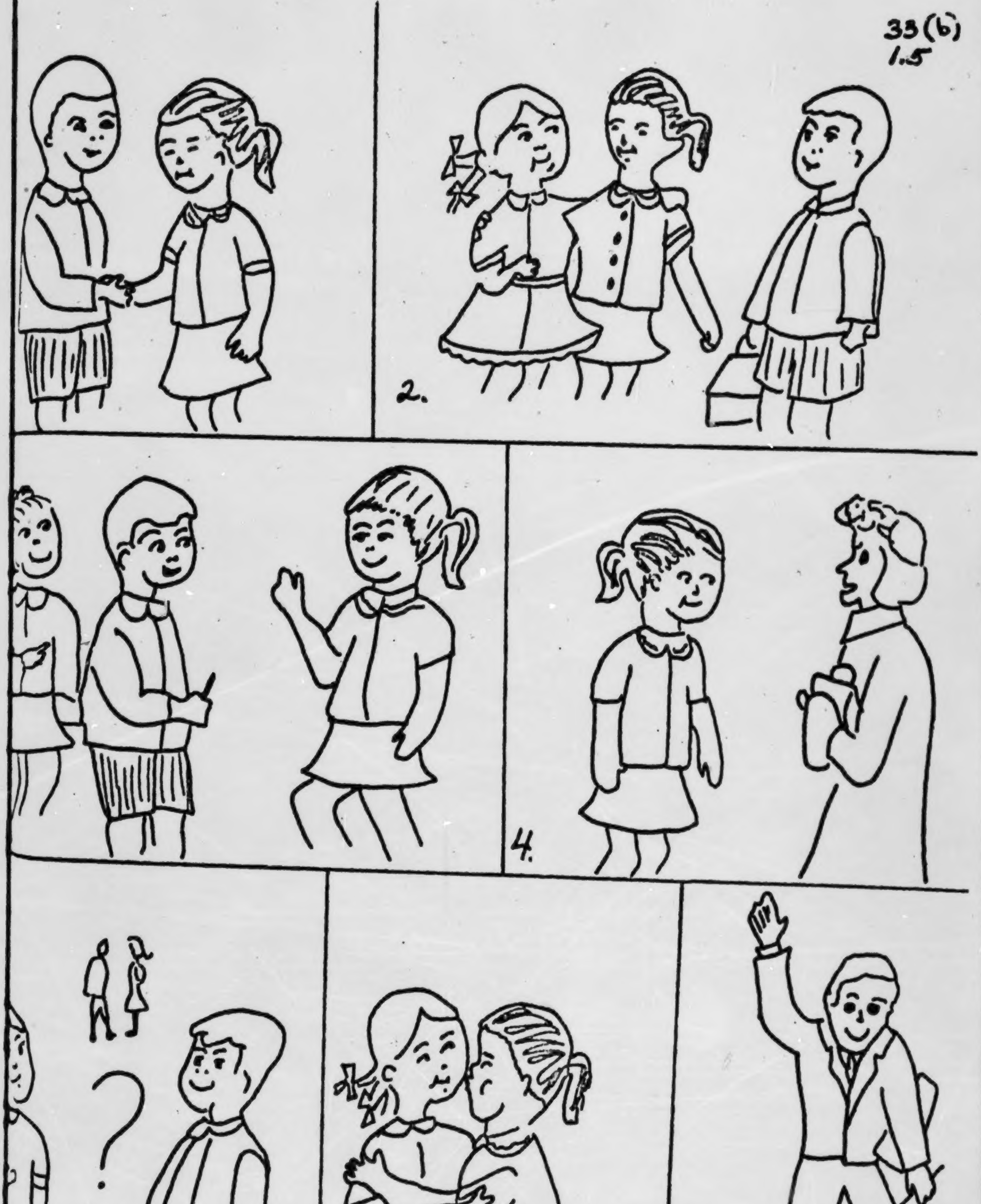
You will again hear a statement with three choices following. Write A, B, or C on your paper according to which one you think is the most appropriate response.

11. Which of the following greetings is the most polite and appropriate?
    - A. Bonjour.
    - B. Bonjour, Monsieur.
    - C. Bonjour, Monsieur Dupont.

12. When two students meet they...
    - A. wave.
    - B. shake hands.
    - C. kiss each other on both cheeks.

13. When two people, men or women, say goodbye at a railroad station they...
    - A. wave.
    - B. shake hands.
    - C. kiss each other on both cheeks.

33(b)
1.5



34
2.1

DIALOGUES

LES NUMÉROS, L'HEURE
LE CALENDRIER, LE TEMPS

Visual

#1 Marie: Quel âge as-tu?
Anne: J'ai onze ans.
Marie: Moi aussi. (Moi, j'ai douze ans.)

#2 Julie: Quelle est la date aujourd'hui? — #1
Jeanne: C'est aujourd'hui le quinze septembre. (or today's date.)
Julie: C'est mon anniversaire!
Jeanne: Bon anniversaire!

#3 Henri: Quelle herue est-il? — #2
Claude: Il est midi.
Henri: Allons manger.
Claude: Au revoir. A quatorze heures.

tional) #4 Jean: Quel temps fait-il
Pierre: Il fait mauvais.
Jean: Zut! J'ai un match de football.
Pierre: Poisson d'avril! Pas vrai! Il fait beau.

VOCABULAIRE Active:

Numbers 0 - 31
Combien font 2 et 2?
Quel âge as-tu?
J'ai 12 ans.

Quelle heure est-il?
Il est 6 heures, et quart / demie
Quelle est la date?
aujourd'hui

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
current month, current holiday
mil neuf cent soixante-douxe / treize
C'est aujourd'hui lundi le dix avril.

Passive:

moi aussi
mon anniversaire
bon
Allons manger.
Au revoir.
moins
midi
la fête

Ques temps fait-il?
Il fait mauvais / beau
le match de football
pas vrai
le poisson d'avril
le premier
le jour
la semaine
le calendrier

LES ACTIVITÉS

1. Make a calendar beginning with lundi instead of Sunday.

2. Write the date, and student's own birthday, being sure not to capitalize the day of the week or the month.

3. Fill out a school schedule using the 24 hour clock system.

4. Make a comparison between Farenheit and Centigrade thermometers.

5. Make a comparison between yards and meters, quarts and kilos, etc. This would be especially worthwhile in view of recent plans to change the American system to the metric system.

6. Make Christmas cards, birthday and get well cards. See visual.

7. Learn the date in French of American holidays.

8. Play a game in which one team member says the time in the regular way and the other team member has to convert that to the 24 hour system.

9. Play Buzz. This can be called Flute or Zut instead. To play the game everyone stands up and counts off in turn around the class, en francais. If it's your turn to say the number 3, any multiple of 3, or any number containing a 3 (such as 3, 6, 9, 12, 13, etc.) you must say Zut instead of the number. If you say the number instead of Zut you must sit down. To make it easier start with the number 5.

10. Play Bravo Bingo. Make a chart like the one below with four boxes across and four boxes down. Now fill in each box with any number from 0 to 31. The teacher will call out some numbers. Place an X on each number you have as it is called out. As soon as you have an X on all the numbers on a horizontal, vertical, or diagonal line, stand up and shout, Bravo! The first person to shout Bravo wins.

11. Have students number in a straight line from top to bottom, from 1 - 10, or 10 - 20, or 20 - 30. Then as rapidly as possible start calling out numbers at random. When the students hear a number they cross it off. One number will be left uncalled. See how many have the right number left. The fun is in going fast.

12. Counting songs and rhymes on following page. Many of these are on the record, Une Souris Verte by Helene Gauvenet, Chilton Books, Educational Division.

36
2.3

Counting Songs

1-2-3-J'irais dans le bois.
4-5-6-Cueillir des cerises.
7-8-9-Dans mon pannier neuf.
10-11-12-Des cerises toutes rouges.

Une, deux, trois, ma boule.
Quatre, cinq, six, qui roule.
Sept, huit, neuf, jusqu'à
Dix, onze, douze, Toulouse.
Une, deux, trois, Ma boule qui roule jusqu'à Toulouse.

Trente jours ont septembre,
Avril, juin et novembre;
De vingt-huit il en est un;
Les sept autres ont trente et un.

Il pleut, il mouille.
C'est la fête a la grenouille.

Il pleut, il fait beau,
C'est la fête au crapaud.

Am stram gram (Eenie, meenie, minie mo)
Pic et pic et colégram
Bour et bour et ratatam
Am stram gram.

FRENCH HOLIDAYS: (FÊTES)

Noel - The principal holiday is Christmas, the 25th of December. It is celebrated by religious ceremonies and family dinners. The towns and cities are decorated with Christmas trees.

The shop windows of the department stores are decorated, as are the streets. Celebrations begin on Christmas Eve with the preparation of the Manger with small figurines representing Jesus, Mary and Joseph, the cow, the donkey and the shepherds. In some regions, and particularly in Provence, the Manger (crêche) is also furnished with little painted clay figures called santons, which represent not only the Biblical characters, but also the people of the village: the mayor, the priest, the butcher, the miller, etc.

It is traditional to attend midnight mass after which the family returns home for a late supper (le réveillon). Dessert consists of a cake in the form of a Yule log (bûche de Noël). A turkey is usually served as the main course.

Christmas morning the children find gifts in their shoes (not in stockings!). Father Christmas (Père Noël) has come during the night, on foot or on a donkey, to leave them Christmas goodies.

January 1st (le jour de l'an) The New Year is traditionally observed by visits and exchanges of gifts with relatives and friends. The festivities begin the evening of December 31 with a gala supper (le réveillon), and the dining room is decorated with mistletoe (le gui), the sacred plant of the Gauls. It is the custom, on the stroke of twelve midnight, for all the guests to kiss one another under the mistletoe. Often, New Year's celebrations take place as public or private parties at a chic restaurant or hotel ballroom.

January 6 - Ephphany, Feast of the Magi (le jour des rois) It is not a public holiday and its religious character is marked by the fact that only at this time are the figurines of the three Magi placed in the mangers of the churches and homes. The custom on this day is to share among family and friends the galette des rois, or kings' cake, baked in the form of a crown and containing a bean. The person who finds the bean in his portion of the cake becomes king (or queen) of the evening and must choose a mate from among the group.

February 2 (Chandeleur) This day commemorates the "Purification of the Virgin" and the "Presentation of Jesus at the Temple" and it is the custom in the countryside to bring home from the church a blessed candle which will protect the home during the coming year. (The name Chandeleur comes from chandelle - candle) It is observed in all the homes by the making of crepes or pancakes. Flipping the pancakes while holding a gold piece in the left hand assures happiness and riches for the entire year. (See included recipe for crêpes)

38
2.5

FRENCH HOLIDAYS, cont.

April 1st (le jour du poisson) This is the day of the "April Fish", (poisson d'avril), for it coincides with the sign of the Zodiac which is Pisces the fish. The origin of this holiday goes back to a statue of Charles IX which restored January 1st as the official beginning of the year, instead of April 1st as it had been. This changing of the calendar confused many people at the time and gave rise to exchanges of false greetings and gifts. April 1st has lost much of its importance and is now principally an opportunity for children to play pranks and to receive candy and chocolate fish. After a prank is successfully played one says, "Poisson d'avril!"

Shrove Tuesday - (Mardi Gras) Shrove Tuesday is the day before the beginning of Lent. It is the occasion for costumes celebrations, parades of masks and floats in the streets of the cities under the supervision of a huge puppet, His Majesty King Carnival. Parades are especially picturesque in northern France and on the Riviera. In Nice, on this day, there is a big parade of floats, and a Battle of Flowers on the avenue which borders the beach.

Mardi Gras is celebrated in New Orleans, Louisiana as the last big fling before people begin fasting or giving up something for Lent. Pictures are usually available in newspapers and magazines showing the parades and costumes.

Easter - (Pâques) Easter is essentially a religious holiday. The bells of the churches, which have remained silent since Good Friday, again ring out joyously. According to legend, the churchbells leave France on Good Friday for Rome. They return on Easter Sunday, laden with eggs and chocolate candies which they drop in the fields, gardens and homes of the children of France. As soon as the bells begin to peal, the children rush out in search of the gifts fallen from Heaven. Some of the candies are in the form of tiny chocolate fish, since the fish was one of the signs of the first Christians.

May 27, Mothers' Day - (la fête des mères) This is a recently inaugurated holiday, adopted from the American holiday of the same name. Children and adults offer flowers and gifts to their mothers.

July 14 (la quatorze juillet) July 14th is France's national holiday. It commemorates the capture of the Bastille, the French royal prison, by the Parisian populace on July 14, 1789, and is the reaffirmation of th principles of the motto: Liberty, Equality, and Fraternity. This day is observed all over France with military parades, illumination of public buildings and monuments, and with magnificent displays of fireworks. The French people organize street dances on the public squares of all the cities and towns and dance all night from the 13th to the 15th.

LA CULTURE

LES NUMEROS, L'HEURE
LE CALENDRIER, LE TEMPS

BIRTHDAYS (l'anniversaire de naissance) Birthdays are celebrated by parties and family gatherings. There is a birthday cake (gâteau d'anniversaire) candles, candies, and champagne and flowers and gifts. In the past, the French preferred the celebration of sa fête, the day of the saint after whom the person was named. (celebration of the name day) Today the French are dropping the custom of the name day celebration and prefer to celebrate only the birthday.

American holidays not celebrated in France: Thanksgiving, Halloween, Valentine's Day, 4th of July

NUMBERS
The French way to write a seven is with a bar through it: 7

The French use a period where we use a comma in writing large numbers, and a comma where we use a period in writing decimals.
Example: 2,500 becomes 2.500
6.60 becomes 6,50
The comma is also used in writing money. 2 francs 15 becomes 2,15.

Days of the week and months of the year are not capitalized in French.

A week is huit jours.
Two weeks, or a British fortnight is quinze jours.

The date would be written like this - lundi, 25 octobre, 1972.

In counting on the fingers the French count the thumb as "one", the first finger as "two", the third finger as "three", etc. Students should be able to count on their fingers the French way.

The time is written this way: Instead of 2:30 it would be 2 h. 30.

In France all official listings of time make use of a twenty-four hour system to distinguish between A.M. and P.M. The most common use of the twenty-four hour system is for all types of schedules including those for museums, theaters, movies, radio and T.V. programs, stores, restaurants, buses, trains, metro, airplanes and classes, etc. The hours before noon in this system are the same as on the twelve hour system, that is, clock time. Noon is either midi or douze heures.

1:00 - 13 h
2:00 - 14 h
3:00 - 15 h
4:00 - 16 h
5:00 - 17 h
6:00 - 18 h
7:00 - 19 h
8:00 - 20 h
9:00 - 21 h
10:00 - 22 h
11:00 - 23 h
12:00 - 0 h

Other examples of time expressed in the twenty-four hour system are:

1:05 - 13 h 05
2:45 - 14 h 45
11:55 - 23 h 55

Time is sometimes printed 19 h. 10
or even 22.30
or sometimes 20 H. 40.

LA BIBLIOGRAPHIE

French Holidays, published by the Cultural Services of the French Embassy

Cadoux, Remunda, Vous et Moi, "Quelques Fetes francaises", p. 384-386.

Cadoux, Remunda, Getting to Know France, p. 121.

Gauvenet, Helene, Une Souris Verte, Chilton Books, Educational Division, (record and book)

41
2.8

LES NUMÉROS, L'HEURE
LE CALENDRIER, LE TEMPS

Test, Teacher's Script

The teacher will read a number in French. On your paper write the numeral that you hear. Ex: You hear dix-sept. You write 17. You will hear each number two times.

1. quinze (3 seconds)
   quinze (5 seconds)

2. - 10. (any of the numbers from 0 - 31)

The teacher will read an addition problem in French. On your paper write the entire problem. Ex: You hear, Combien font deux et deux?
You write, 2 + 2 = 4.
You will hear each problem two times.

11. Combien font trois et quatre? (3 seconds)
    Combien font trois et quatre? (5 seconds)

12. - 15. (any addition problems with numbers up to 31)

The teacher will read an incomplete sentence followed by three possible completions, labeled A, B, and C. On your paper write the letter representing the correct choice. You will hear each twice.
Ex: You hear, Yesterday was A) Saturday, B) Friday, C) Thursday.
You write C because yesterday was Thursday.

16. The French celebrate their independence day on
    A. le quatre juillet (3 seconds)
    B. le quatorze juillet (3 seconds)
    C. le cinq juillet (5 seconds)

17. C'est aujourd'hui
    A. lundi
    B. mardi
    C. vendredi

18. To indicate the number 3 a Frenchman would hold up the
    A. thumb, index and middle finger
    B. index, 2nd and 3rd fingers
    C. last three fingers
    (Teacher demonstrates!)

19. On your paper write the number seven as a French student would write it.

20. Name one place where the French use the 24 hour clock.

21. Using the 24 hour clock system what number would represent 9:00 P.M.?

22. What number would represent 3:00 P.M.?

The following is an example of a question based on the cultural differences taught in the section on French holidays. The teacher can make up questions to deal with whichever holidays have been discussed.

23. Instead of eggs and being brought by the "Easter Bunny", in France they are brought by ________________________.

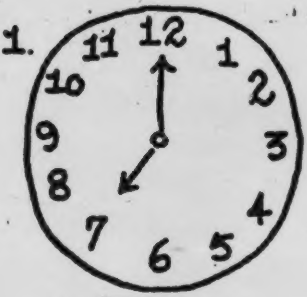
Name ______________________________

Clock Quiz

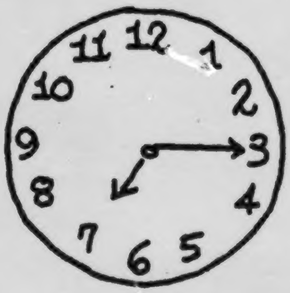
43 – 2.10

Directions: Mark an "x" (☒) to indicate the time you hear your teacher say in French.

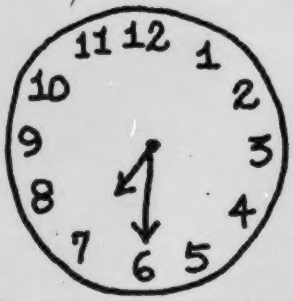
1.



a ☐

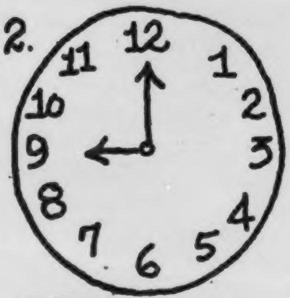


b ☐

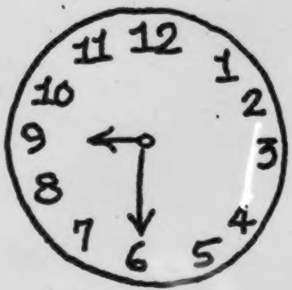


c ☐

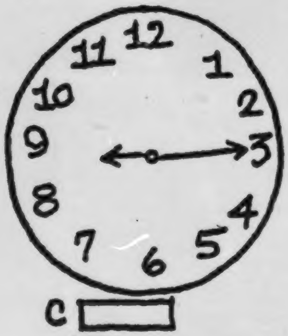
2.



a ☐

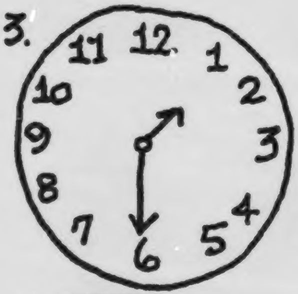


b ☐

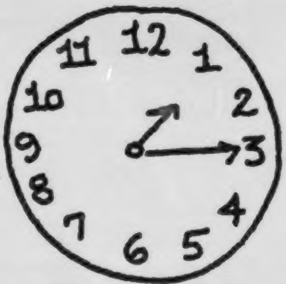


c ☐

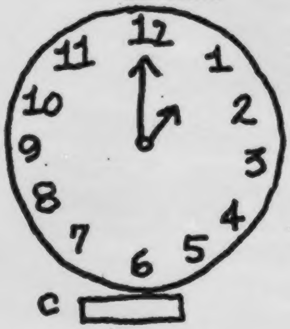
3.



a ☐

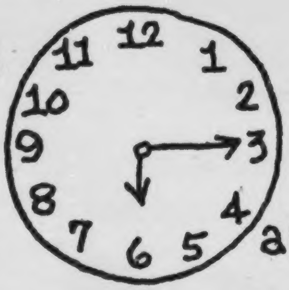


b ☐

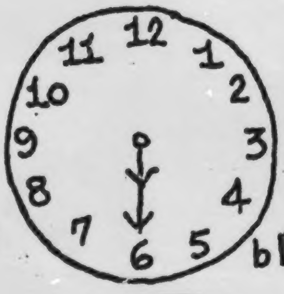


c ☐

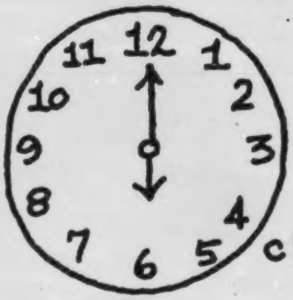
4.



a ☐

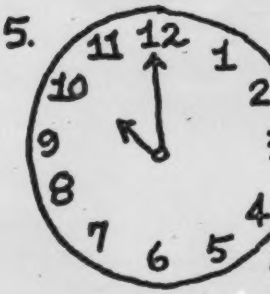


b ☐

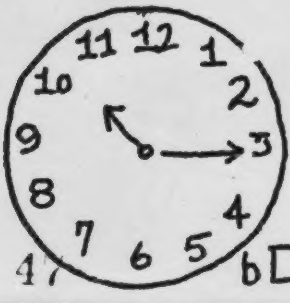


c ☐

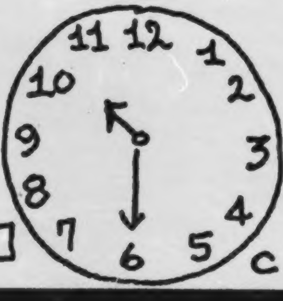
5.



a ☐

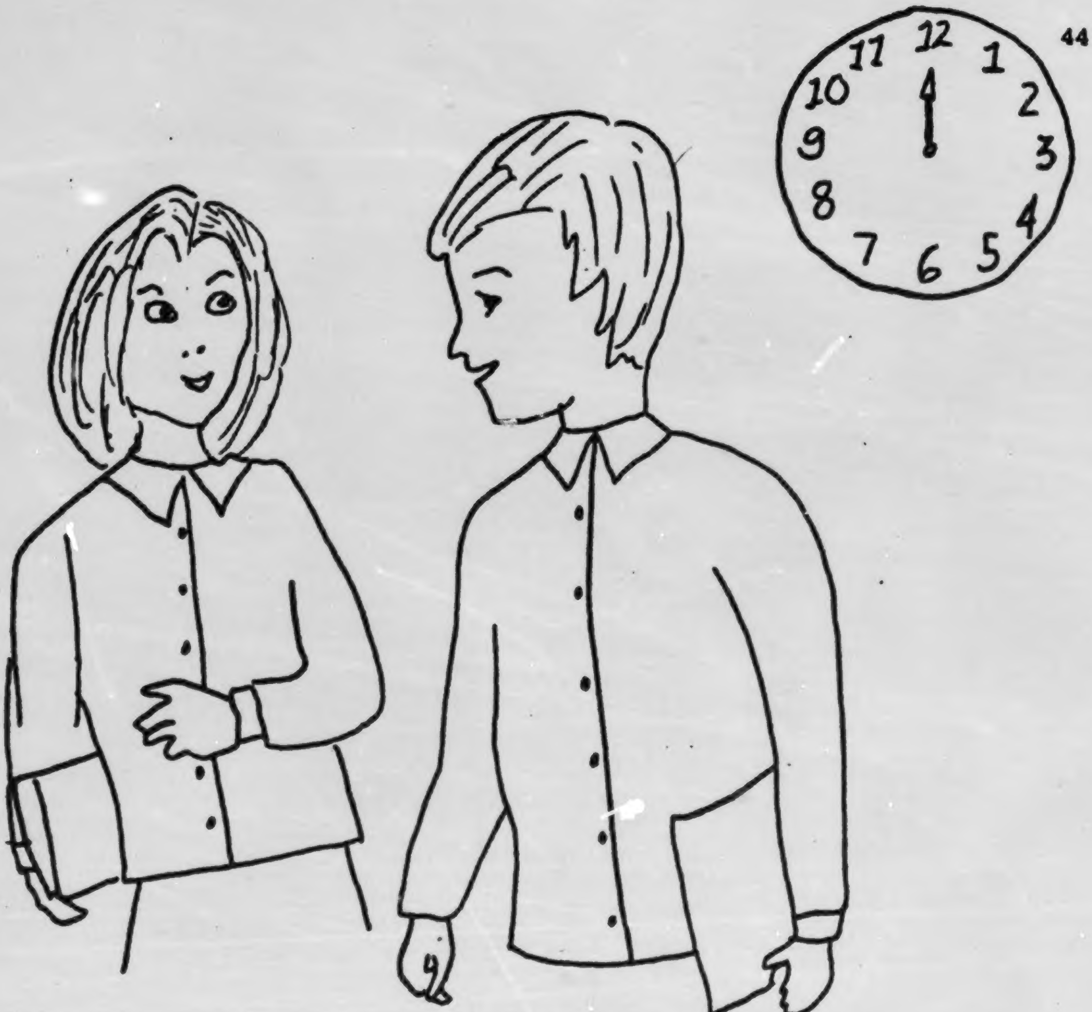


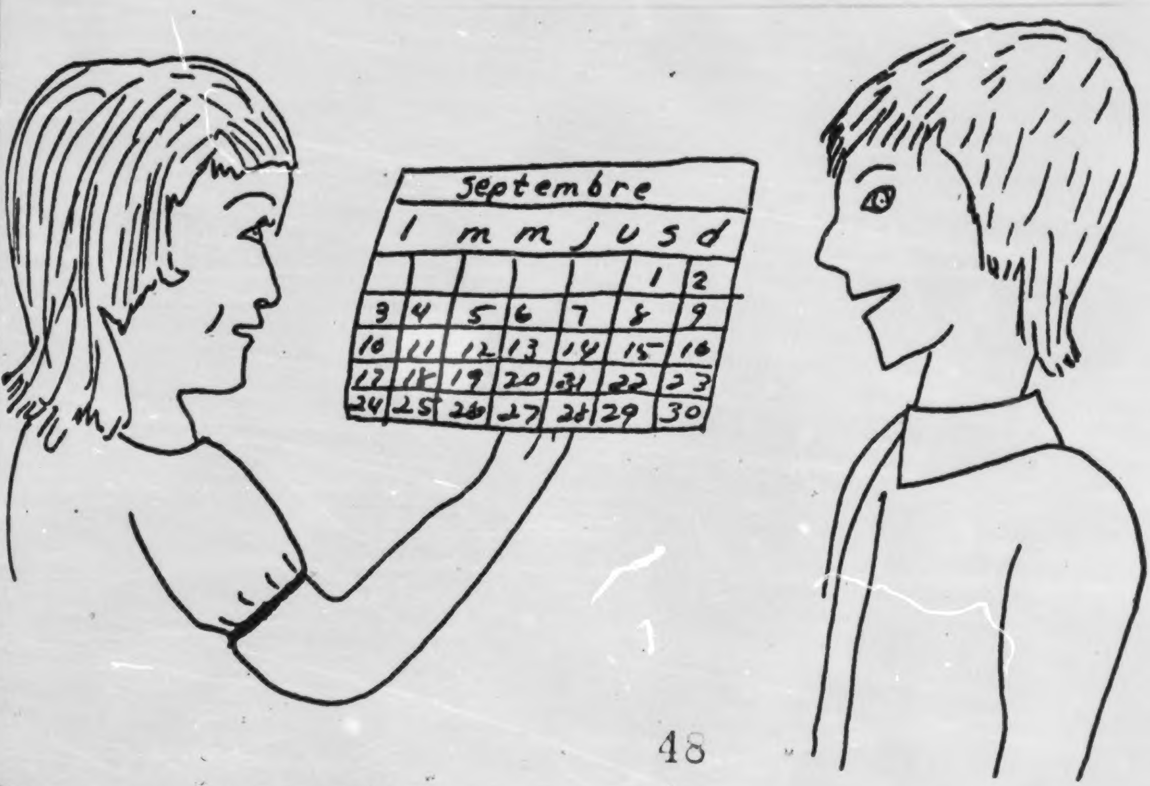
b ☐



c ☐

Directions: Mark an "x" (☒) to indicate the time you hear your


12
1
2
3
4
5
6
7
8
9
10
11

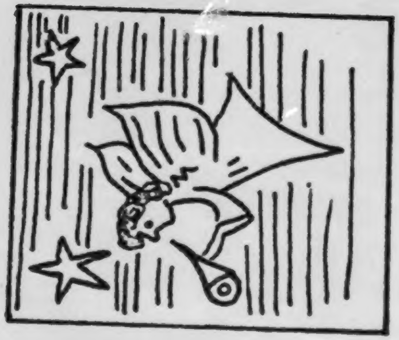

septembre
l m m j v s d
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30

45 - 2

An Easy, Cheap, and Culturally-Authentic Greeting for Every Student

Joyeux Noël
et
Bonne Année

Fold along this line first



Fold along this line so "angel" is outside, greeting inside.

46
213

Conversion Tables

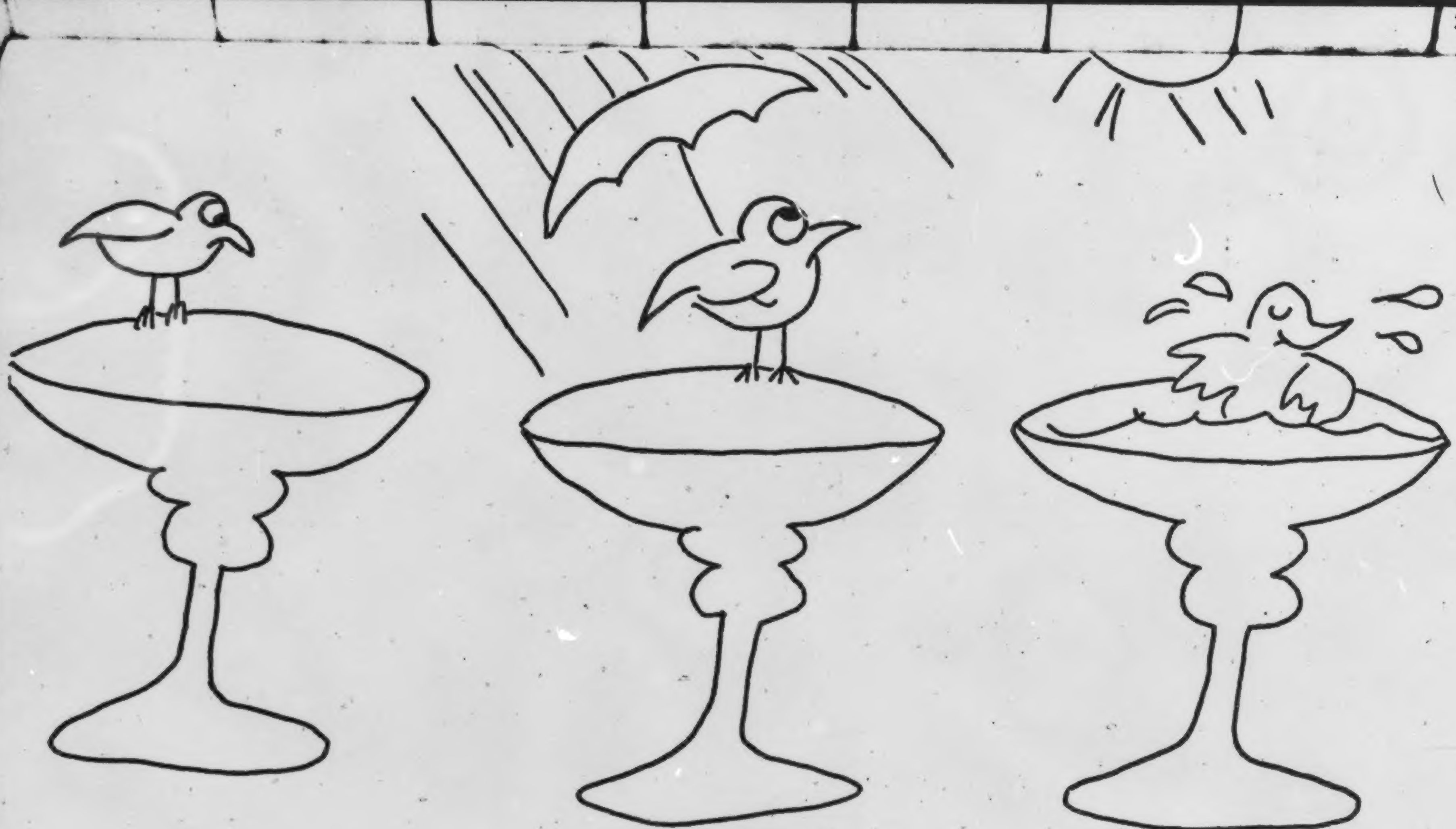
American Measurements and the Metric System*

	AMERICAN UNIT	METRIC EQUIVALENT	METRIC UNIT	AMERICAN EQUIVALENT
Length	one mile (mi.)	1.6 kilometers	un kilomètre (km)	.6 mile
	one yard (yd.)	.9 meter	un mètre (m)	39.34 inches or 3.28 feet
	one foot (ft.)	30 centimeters	un centimètre (cm)	.39 inch
	one inch (in.)	25.4 millimeters	un millimètre (mm)	.039 inch
Surface	one acre (a.)	.4 hectare	un hectare (ha)	2.5 acres
	one square mile (sq. mi.)	259 hectares	un kilomètre carré (km²)	.39 square mile
Volume	one cubic foot (cu. ft.)	.028 cubic meter	un mètre cube (m³)	35.314 cubic feet
Capacity	one liquid quart (qt.)	.95 liter	un litre (l)	1.057 quarts or .26 gallon
	one gallon (gal.)	3.8 liters		
Weight	one pound (lb.)	.45 kilogram	un kilogram (kg) (un kilo)	2.2 pounds
	one ounce (oz.)	28.35 grams	100 grammes	3.5 ounces
	one ton (2,000 pounds)	907.2 kilograms	un gramme (g)	15.432 grains

* International System of Units—Le système international d'unités (SI).

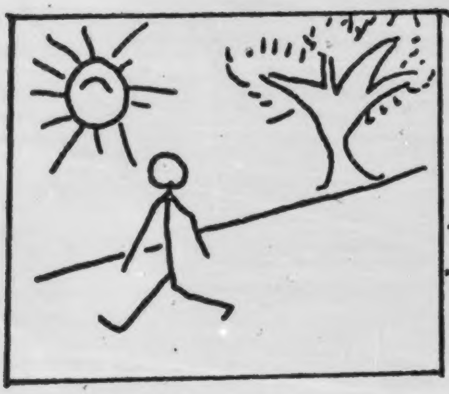
l	m	m	j	v	s	d

47 - 2.14



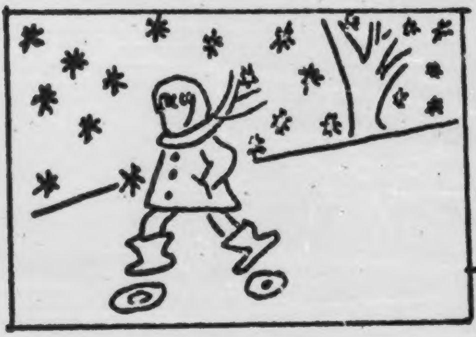
Après la pluie — le beau temps!

48 - 2.15

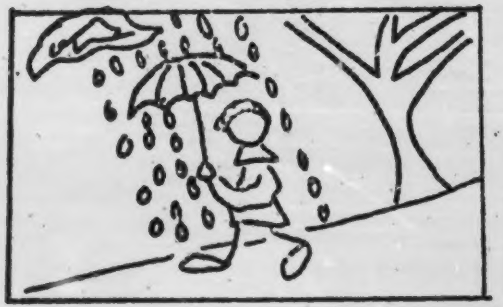


Il fait beau.

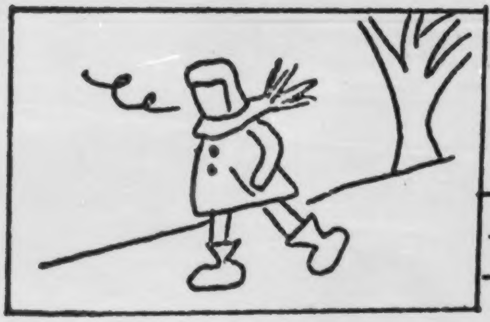
Il fait



Il neige.



Il pleut.



Il fait mauvais.

DIALOGUES

LES VÊTEMENTS, LES COULEURS, LE CORPS

#1. Je suis malade. — Visual
J'ai mal aux dents.
J'ai mal à l'estomac.
J'ai mal à la tete.
J'ai mal à la gorge.
J'ai mal au pied.

#2. Jacqueline: Au revoir, Maman. A ce soir.
Maman: Tu portes une blouse? — Visual
Jacqueline: Oui, Maman. Je porte une blouse bleue aujourd'hui et une robe verte. — Visual
Maman: Pierre, tu portes un beret?
Pierre: Oui, Maman. Au revoir.

#3. Marie: Ces chaussures sont trop petites. Donnez-moi la pointure 37, s'il vous plaît. — Visual
Vendeuse: Voici votre pointure mademoiselle. Ca vous va?
Marie: Oui, merci. Ces chaussures sont formidables!

#4. (Optional)
Suzanne: Je vais au bal avec Herve samedi. J'ai besoin d'une belle robe. — Visual
Marie-Claude: Tu vas acheter la robe "Au Printemps"?
Suzanne: Non, Madame Fifi va faire une robe pour moi. Elle est excellente couturière.

VOCABULAIRE

Active:	Je suis malade.	
	J'ai mal aux / à la/ ... dents, l'estomac, tete, gorge, pied.	
	Je porte	
	Tu portes	bleu
	un beret	verte
	une chemise	rouge
	une blouse	jaune
	les chaussures	noir
	la couleur est...	
Passive:	la pointure	s'il vous plaît
	Donnez-moi	petite
	Il, Elle porte	formidables
	Ca vous va	merci
	De quelle couleur est..	ces
	Qu'est-ce que...	blanc

1. Let students figure out their clothing sizes in France using the chart Sizes of Clothing in the United States and France.

2. Games

   a. Simon Says: "levez la main. Touchez le pied." etc.

   b. 20 Questions: Je pense à quelqu'un dans la classe.
      Est-ce qu'il porte un pantalon bleu?
      Est-ce qu'il porte une chemise rouge? etc.

   c. Dessinez au tableau: Count off from one to ten. Call a number. Every student with that number goes to the board to draw an article of clothing which the teacher has called. Features or parts of the body may be used also.

   d. Dessinez un monstre: Give the person in front a command to draw the head. He does, passes his paper back. The next person is told to draw the nose, etc.

   e. Vrai ou fausse: The teacher makes a statement about a picture or a person's clothing. "La jupe est verte." If it it is true the student says, "Oui, c'est vrai." and repeats the statement. If not the student says, "non, c'est fausse." and corrects the statement.

3. Use a large cardboard skeleton to teach parts of the body.

4. Use a doll with real clothing, baby's clothes, underwear, etc.

5. Use Halloween masks - noses, ears, beard, eyes, lips, etc. These could be arranged on a bulletin board with real clothes draped underneath.

6. Use colored cut-outs of clothes.

7. Use current magazine pictures of French fashions.

8. Songs

L'AMOUR EST BLEU
(2nd Version)

Verse 1

Doux, doux, l'amour est doux
Douce est ma vie, ma vie dans tes bras.
Doux, doux, l'amour est doux.
Douce est ma vie, ma vie près de toi...

Bleu, bleu, l'amour est bleu.
Berce mon coeur, mon coeur amoureux.
Berce mon coeur, mon coeur amoureux.
Bleu, bleu, l'amour est bleu
Bleu comme le ciel qui joue dans tes yeux...

Comme l'eau, Comme l'eau qui court
Moi mon coeur, Court après ton amour.

Verse 2

Gris, gris, l'amour est gris,
Pleure mon coeur lorsque tu t'en vas.
Gris, gris, le ciel est gris.
Tombe la pluie quand tu n'es plus là...

Le vent, le vent gemit.
Pleure le vent lorsque tu t'en vas.
Le vent, le vent maudit.
Pleure mon coeur quand tu n'es plus là...

Comme l'eau, Comme l'eau qui court
Moi mon coeur, Court après ton amour.

Verse 3

Bleu, bleu, l'amour est bleu.
Le ciel est bleu lorsque tu reviens.
Bleu, bleu, l'amour est bleu.
L'amour est bleu quand tu prends ma main.

Fou, fou, l'amour est fou.
Fou comme toi et fou comme moi.
Bleu, bleu, l'amour est bleu.
L'amour est bleu quand je suis à toi.

53
3.4

L'AMOUR EST BLEU

Doux, doux, l'amour est doux.
Douce est ma vie, ma vie dans tes bras.
Doux, doux, l'amour est doux.
Douce est ma vie, ma vie près de toi. . .

Gris, gris, l'amour est gris.
Pleure mon coeur lors'que tu t'en vas.
Gris, gris, le ciel est gris.
Tombe la pluie quand tu n'as plus la.

Comme l'eau, comme l'eau qui court
Moi, mon coeur court après ton amour.

Bleu, bleu, l'amour est bleu.
Le ciel est bleu lorsque tu reviens.
Bleu, bleu, l'amour est bleu.
L'amour est bleu quand tu prends ma main.

LE MACCHABÉE

Dans un amphithéâtre, dans un amphithéâtre, dans un amphithéâtre,
phithéâtre, phithéâtre, phithéâtre,
Tsoin Tsoin

Y avait un macchabée, y avait un macchabée, y avait un macchabée
macchabée, macchabée, macchabée,
Tsoin, Tsoin.

On lui coupa les pieds -pa les pieds, -pa les pieds, -pa les pieds etc.

On lui coupa les jambes -pa les jambes etc.

Et sur ces entrefaits
Le macchabée disait
Ah! c'qu'on s'embête ici!

ACTIVITÉS

SONGS:

EN PASSANT PAR LA LORRAINE

En passant par la Lorraine, aves mes sabots,
En passant par la Lorraine, avec mes sabots,
J'ai trouvé trois capitaines,
Avec mes sabots, dondaine,
Oh, Oh, Oh, avec mes sabots.

SAVEZ-VOUS PLANTER LES CHOUX?

Écouter et Parler, p. 309
Song Tape

Savez-vous planter les choux,?
A la mode, À la mode,
Savez-vous planter les choux?
A la mode de chez nous?

On les plante avec les mains,
A la mode, A la mode
On les plante avec les mains,
A la mode de chez nous.

On les plante avec les coudes, etc.

On les plante avec les doigts, etc.

On les plante avec le pied, etc.

L'ALOUETTE

Écouter et Parler, p.312
Song Tape

Alouette, gentille alouette,
Alouette, Je te plumerai.
Je te plumerai la tête,
Je te plumerai la tête,
Et la tête, et la tête,
Oh! Alouette, gentille alouette,
Alouette, Je te plumerai.

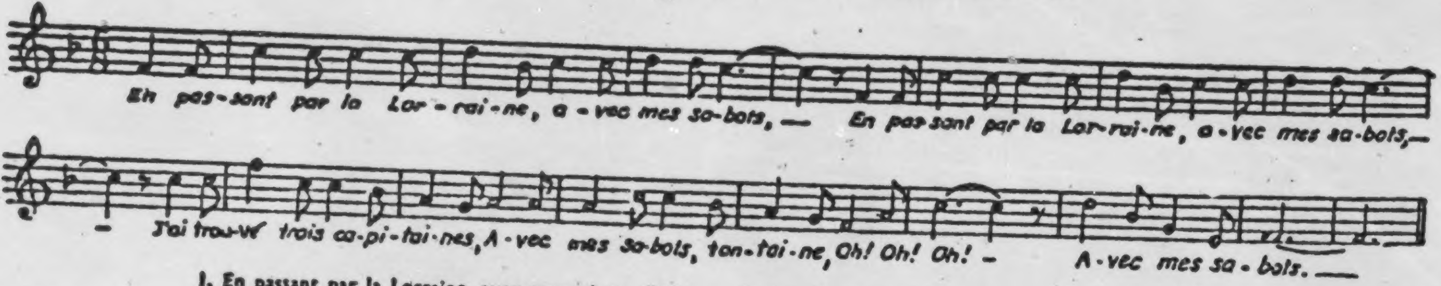
Alouette, gentille alouette,
Alouette, Je te plumerai.
Je te plumerai le bec,
Je te plumerai le bec,
Et le bec, et le bec,
Et la tête, et la tête, Oh!

Je te plumerai les pattes, etc.

Je te plumerai le cou, etc.

Je te plumerai le dos, etc.

En passant par la Lorraine

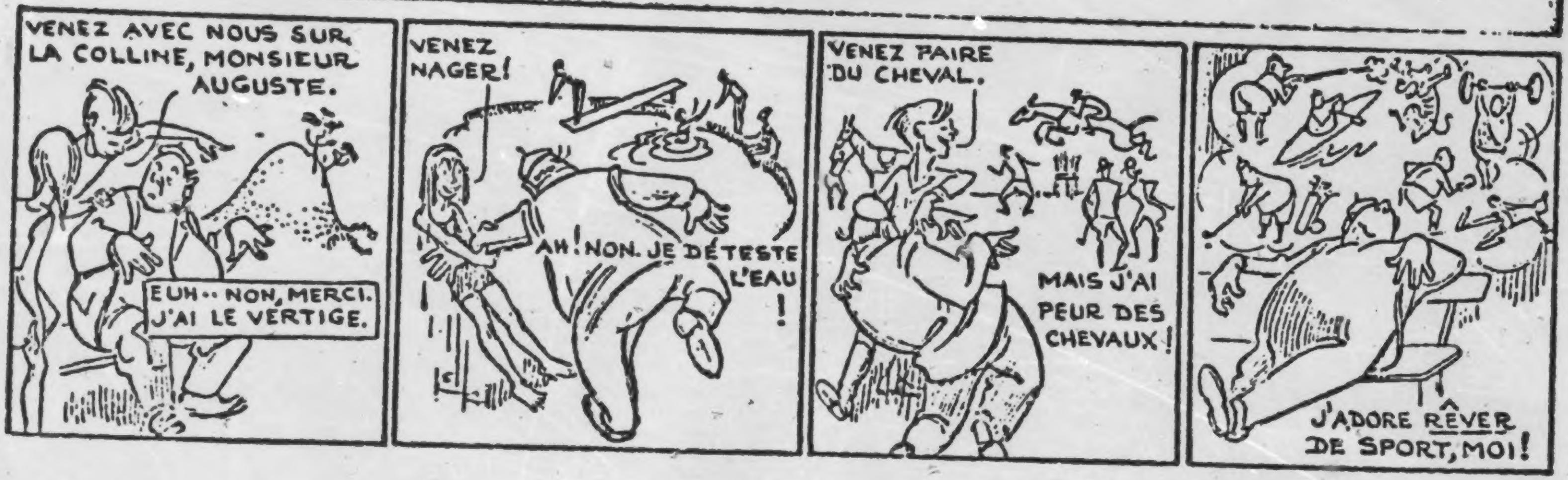

En pas-sant par la Lor-rai-ne, a-vec mes sa-bots, — En pas-sant par la Lor-rai-ne, a-vec mes sa-bots, —
— J'ai trou-vé trois ca-pi-tai-nes, A-vec mes sa-bots, ton-tai-ne, Oh! Oh! Oh! — A-vec mes sa-bots. —

1. En passant par la Lorraine, avec mes sabots, (bis)
J'ai trouvé trois capitaines,
Avec mes sabots, tontaine,
Oh! Oh! Oh!
Avec mes sabots.

2. J'ai trouvé trois capitaines, avec mes sabots, (bis)
Ils m'ont appelée vilaine,
Avec mes sabots, tontaine,
Oh! Oh! Oh!
Avec mes sabots.

3. Ils m'ont appelée vilaine, avec mes sabots, (bis)
Je ne suis pas si vilaine,
Avec mes sabots, tontaine,
Oh! Oh! Oh!
Avec mes sabots.

4. Je ne suis pas si vilaine, avec mes sabots, (bis)
Puisque le fils du roi m'aime,
Avec mes sabots, tontaine,
Oh! Oh! Oh!
Avec mes sabots.


VENEZ AVEC NOUS SUR LA COLLINE, MONSIEUR AUGUSTE.
EUH.. NON, MERCI. J'AI LE VERTIGE.
VENEZ NAGER!
AH! NON. JE DÉTESTE L'EAU!
VENEZ FAIRE DU CHEVAL.
MAIS J'AI PEUR DES CHEVAUX!
J'ADORE RÊVER DE SPORT, MOI!

Sizes in French do not correspond to sizes in English. The word for shoe size is pointure. (See conversion table.) The word for size of dresses, pants, coats, etc, is taille. The sizes are not in centimeters but in some other unit.

La blouse (or le tablier). A protective overcovering is common wear at all levels of society, in all age groups. The blouse is a smock, traditionally blue, buy recently in many other colors and patterns. School children formerly wore a blue blouse as a part of the school uniform. In many areas this is still the accepted uniform, but it is no longer mandatory in all schools. At home, women will frequently wear a blouse over their clothing. In many professions men wear a tablier or a blouse as protection. Children wear a long-sleeved blouse with pockets to cover their other clothing and to keep clean.

France has several large department stores: Au Printemps, Galeries Lafayette, Magasin Reunis etc. where one can buy ready-made clothing. However, seamstresses are still commissioned to make women's dresses, coats and suits. Seamstresses usually work independently and are not connected with a department store. Tailors for men's wear are too expensive for the average Frenchman.

Fashion. Paris is considered the fashion center of the world. Famous designers form Paris set the style trends for New York; Yves St. Laurent, Christian Dior, Balenciaga, Chanel are a few of the names connected with high fashion houses in Paris. France exports millions of dollars of luxury merchandise. Since World War II much ready-to-wear clothing is being manufactured and exported.
(Joseph Barry, France, Macmillan, 1965. p. 35)

In spite of this fact people in France do not own as many clothes as people in the U.S. They are content to wear the same things over and over. They keep the same clothes for many years, and do not discard them and buy new ones as styles change.

In general French people are more formal in their dress than people are in the U.S. Women would never be seen in curlers on the street. Men wear suits or at least a suit coat in public.

Student dress is variable. Boys usually wear short pants.

Colors. Old people tend to wear black or grey clothing. Babies are generally dressed in white. The working class wears blue. (The "Blouse" is blue.) Children's school smocks are blue.

Sabots. (Wooden shoes) are still worn by farmers and certain factory workers in the provinces, who need the protection they afford.

Slippers, or flat pieces of cloth like potholders (called patins) are worn in the house to protect hardwood floors, and to keep from bringing in mud from the street in bad weather. This is especially true in the north where weather is more severe.

58
3.9

LES VÊTEMENTS....

Test: Teacher script

You will see a picture and hear a statement. On your paper write Oui if the statement is true; Non if the statement is false. You will hear each statement twice.
(Teacher: Use visuals #1-6)

1. J'ai mal à l'estomac. (3 seconds)
   J'ai mal à l'estomac. (5 seconds)

2. Je vais très bien.

3. J'ai mal aux dents.

4. J'ai mal à la gorge.

You will hear two statements. If the two make snense together you will write Oui. If they do not make sense together you write Non.
For example: "My name is Gary. I am wearing a bikini."
You write Non, because a boy in our country would not be wearing a bikini!

5. Je m'appelle Suzanne. Je porte une robe.

6. Je m'appelle Alice. Je porte un béret.

7. Je m'appelle Philippe. Je porte une chemise.

Colors: You will see an object which your teacher is holding up and hear a statement. On your paper write Oui if the statement is true, Non if the statement is false.

8. La couleur est bleu.

9. La couleur est rouge.

10. La couleur est vert.

11. La couleur est jaune.

12. Name two situations when wearing a "blouse" would be appropriate in France.

13. With what city do you associate the word "haute couture" or high fashion?

Identify each of the following incidents as typical of French or American culture by writing "F" or "A" to the left of the statement.

______ 14. A girl buys her grandmother a new pink sweater to go with her pink flowered summer dress.

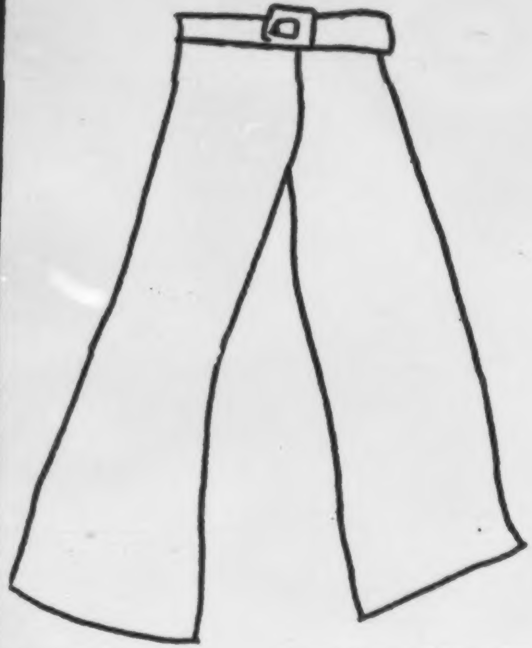
______ 15. A dressmaker makes a good woolen dress for the girl to wear to school next year.

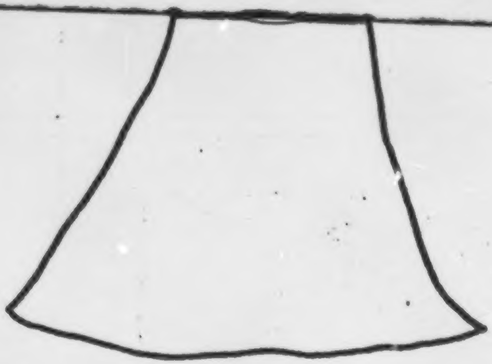
______ 16. Two men are walking down the street to go to the office in their shirtsleeves.

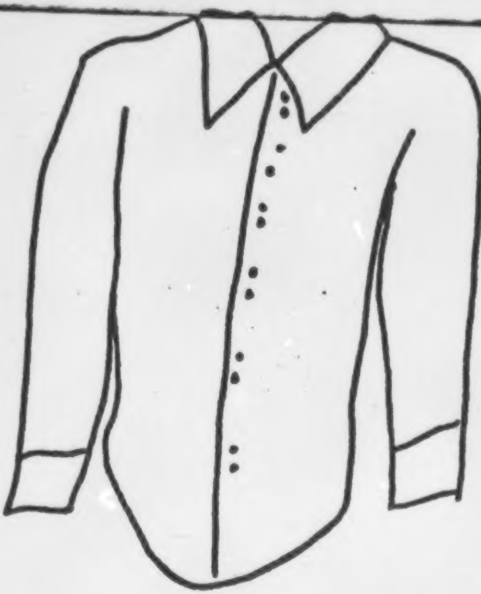
______ 17. The new neighbor has a three month old baby dressed all in white.

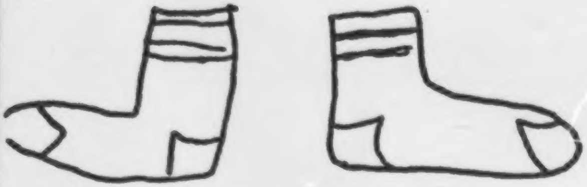
______ 18. Twelve-year-old Marie is saying to her friend, "I can't wear that skirt again today -- I just wore it on Monday."

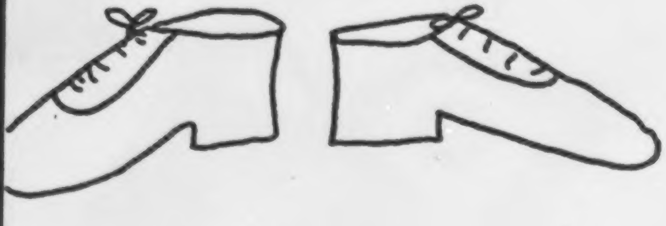
9
10

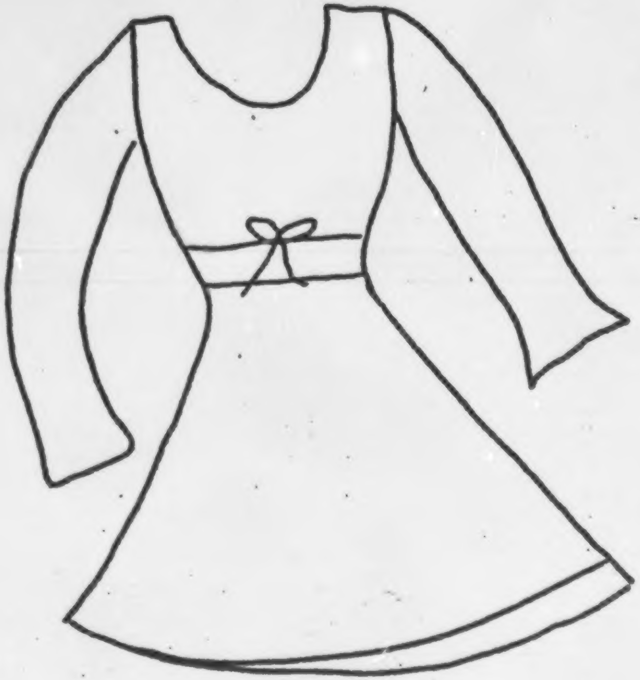


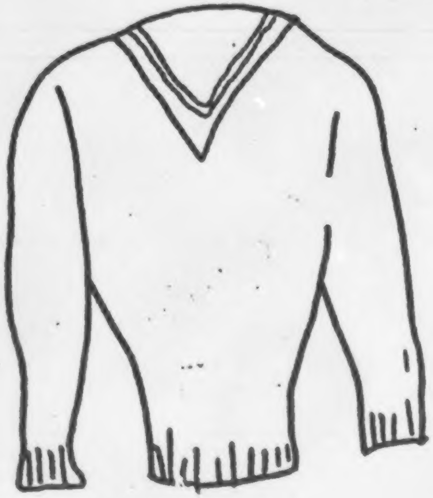


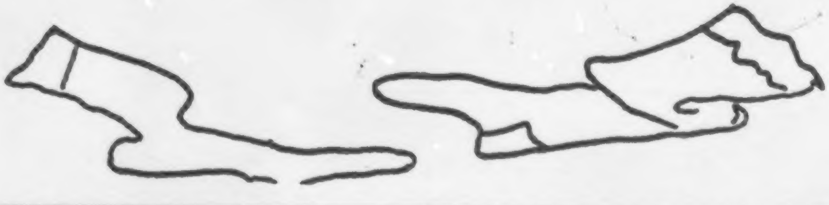






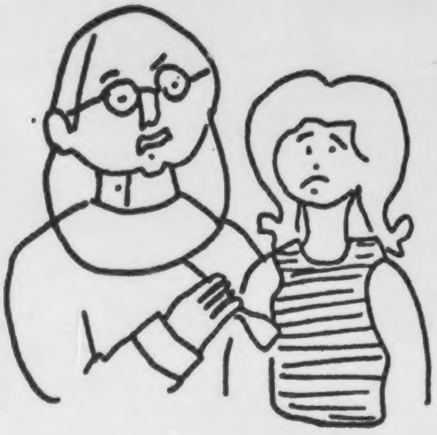




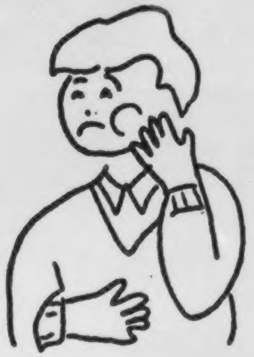


60 - 3.11

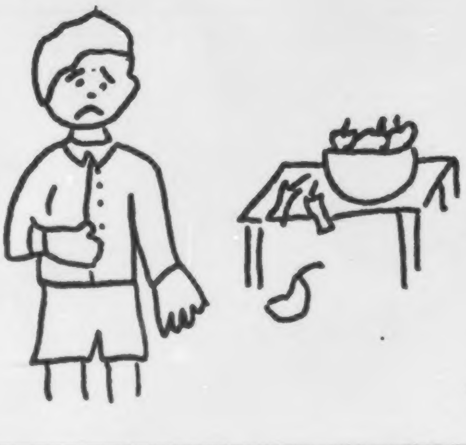
1.



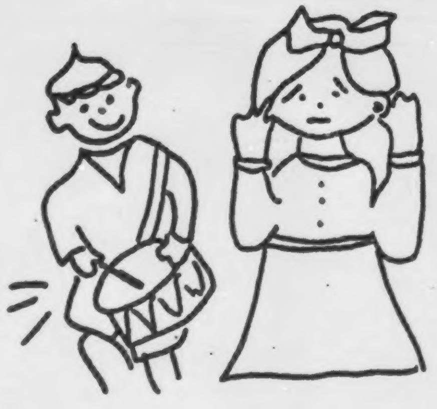
2.



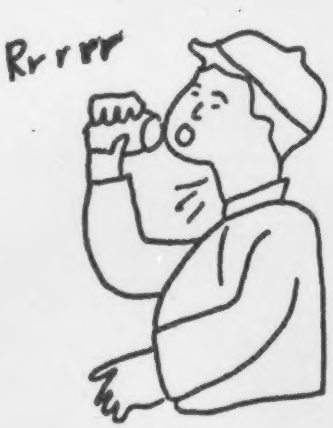
3.



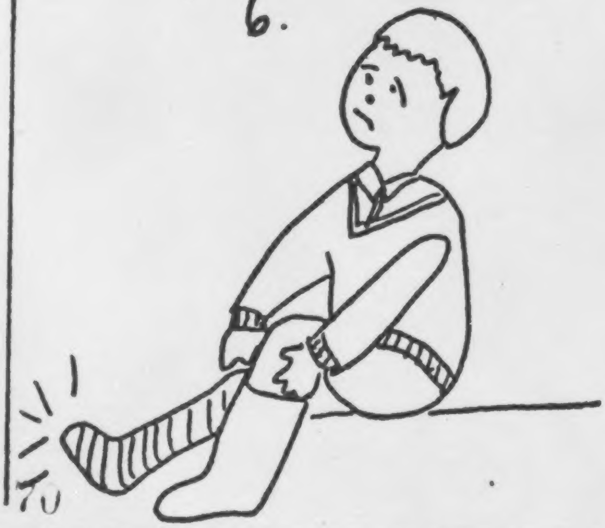
4.



5.

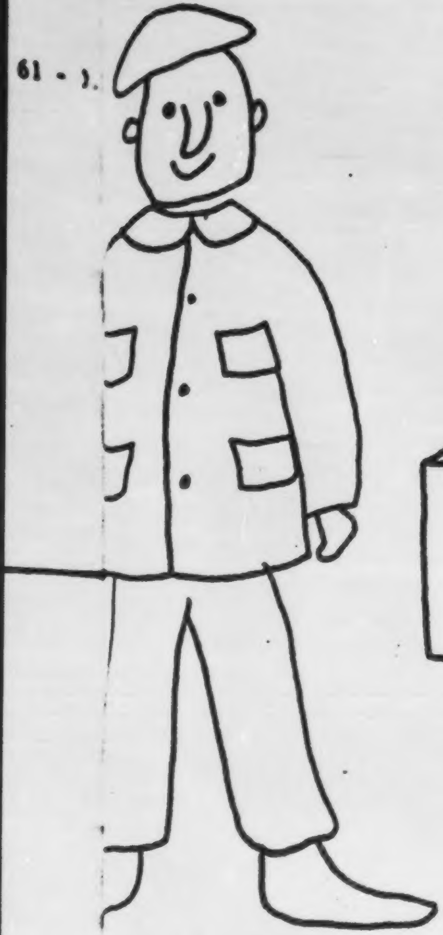


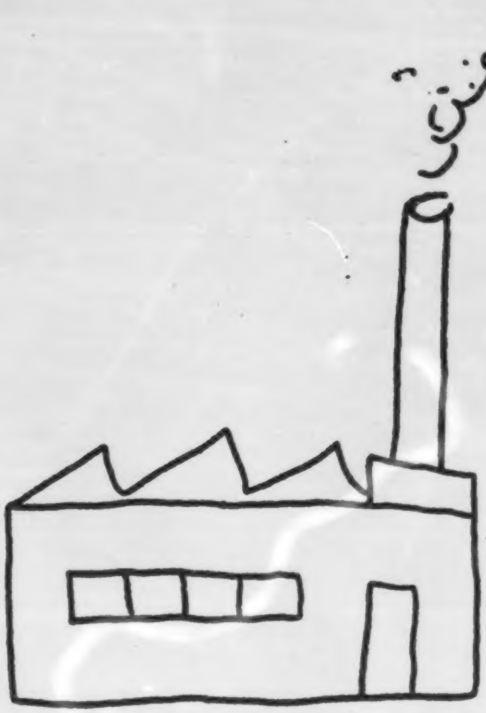
6.

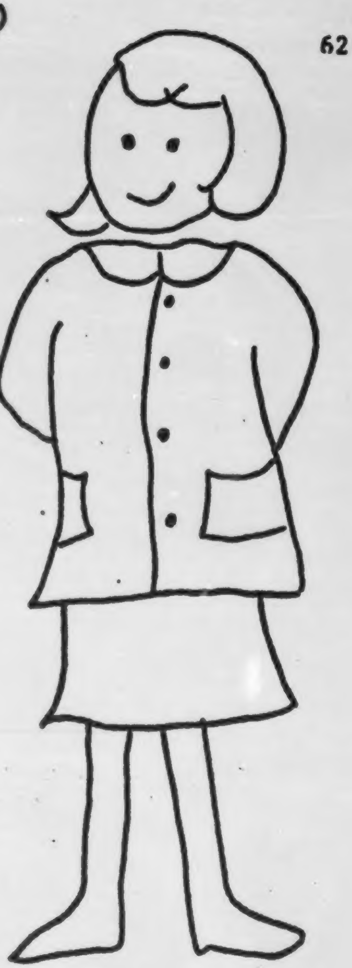


61 -

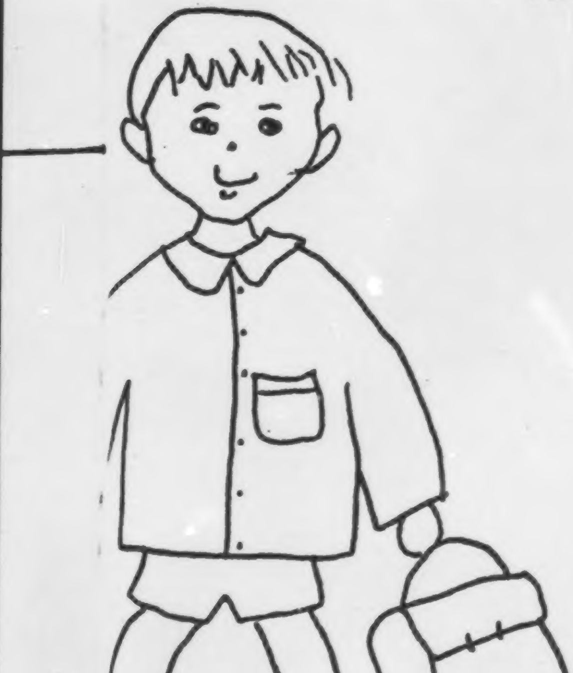
62 - 3.13

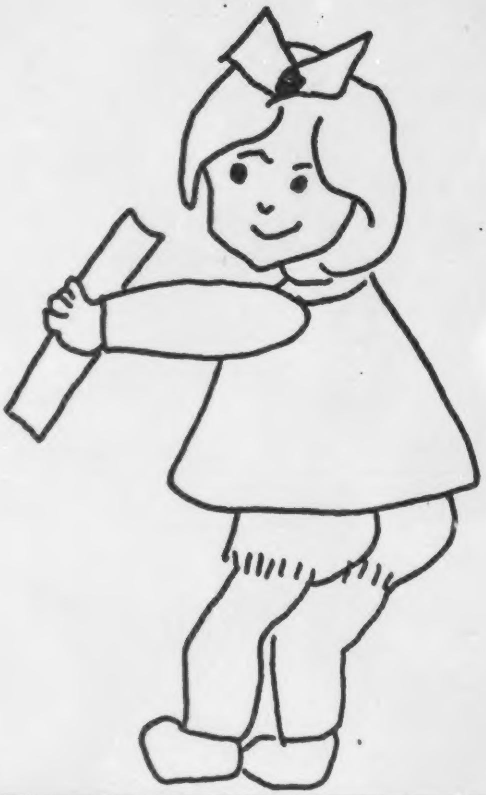






la blouse





63
4.1

L'ÉCOLE

DIALOGUES

Visual
1, 2

#1 Jean: Pas de classe aujourd'hui!
Maurice: Oui, c'est jeudi.
Jean: Mais j'ai des devoirs à faire.
J'ai un examen d'anglais samedi.
Maurice: Moi, j'ai un examen d'histoire.

#2 Le (la) professeur: Bonjour, classe!
Classe: Bonjour, Monsieur. (Madame, Mademoiselle)
Le professeur: Je vais faire l'appel. Jean. 3
Jean: Présent!
Le professeur: Simone!
Simone: Présente!
Le professeur: Pierre!
Simone: Pierre est absent, Monsieur.
Il est malade aujourd'hui.

(See unit on parts of the body. A substitution for Il est malade. could be, Il a mal à la tête, à la gorge, etc.)

#3 Paul: Enfin, il est quatre heures et demie! 4, 5
Sylvie: Oui, c'est tout pour aujourd'hui.
Paul: Zut! J'ai raté ma composition de maths.
J'ai cinq sur vingt. Papa est fâché!
Sylvie: Pas moi! J'ai seixe sur vingt. Je suis contente!
Papa aussi!

VOCABULAIRE

Active:
le crayon
le stylo
le drapeau
le craie
le livre
le cahier
le cartable

la classe
l'école
l'examen
le papier
présent/e
absent/e
voici

le cahier
fâché
content
J'ai raté
Qu'est-ce que c'est
C'est un/une ...

Passive:
Zut!
l'anglais
l'histoire
les mathématiques
(maths)

ma composition
aussi
faire l'appel
le bulletin
l'emploie du temps

le tableau noir
(ou vert)
des devoirs

64
4.2

ACTIVITES

L'ÉCOLE

1. Drill with the vocabulary:

Qu'est-ce que c'est?	C'est un stylo.
Ou est le stylo?	Voici le stylo.
Tu as un examen?	Oui, j'ai un examen.
Comment vas-tu?	Je suis content.
(Visual #6)	

2. Have students make their own class schedule using the 24-hour clock time to designate afternoon classes. Be sure to have a 2 hour lunch break!

3. Have students make a report card, giving grades in the French system based on 0-20. Remember, no one ever gets a grade of 19 or 20; the French believe that only God is perfect.

4. Play a game called Dessinez. There are two teams. The teacher calls out Dessinez un livre. Or any of the classroom objects already learned. One child from each team runs to the board and draws the mentioned object. When finished he turns around and says, Un livre! The first child to finish wins a point for his team.

5. Plan a day when the children come to class dressed like French children. Short pants for the boys, sandals and socks, or shoes and knee socks, a blouse (Mother's apron? a lab coat? a painter's smock or whatever approximates a blouse), carry a book bag (le cartable), and the boys can wear berets if they have them. Use graph paper in class, since most notebooks and school tabloids are lined like graph paper.

LA CULTURE

1. In the French schools the children go to school on Monday, Tuesday, Wednesday, Friday, and Saturday morning. They are off on Thursday and Sunday. Originally the Thursday holiday was for religious education in local parishes, but it is seldom used for that today.

2. Students have three compositions a year in each subject. The grade received is recorded as the note for the trimester. In the French educational system, tests are graded on a scale from 1 to 20. In general 16-20 is considered excellen (grades of 19 and 20 are practically unheard of), 10-15 is satisfactory, and anything below 10 is unsatisfactory. Most French parents are very interested in their children's school work. The parents oversee their children's homework, which often consists of two or three hours of work per evening.

   Since 1968, many schools have adopted the grading system A - F, or A - E for classwork. However the exams are still graded on the 0 - 20 scale.

3. Education

For centuries before the Revolution, French education at all levels was mainly in the care of the Catholic church. In the decades immediately preceding the Revolution, many treatises on education delcared that the State and not the church should undertake to train its future citizens. The Constitution of 1791 guaranteed universal public education, but it was not until the coming into power of Napoleon that a national system became a reality. They system devised by Napoleon is in its general structure essentially the system still in operation today. The education system he evolved was national, uniform, centralized, and hierarchical. However, the curriculum--still identical for the same grade all over the country--has lost much of its rigidity through reforms, additions, and transformations.

The system comprised three grades: primary, secondary, and higher, to which have been added technical and professional training. The whole system forms the "Université de France," of which the Minister of National Education is the official head. In his ministry all major decisions are made, general policies are prescribed, curricula are planned, teaching methods are outlined, promotions or disciplinary measures affecting teachers are decided. This applies to all levels, from the primary school to the University. However, there is a certain amount of decentralization, which enables a proper carrying out of ministerial orders, but also leaves a certain latitude for initiative to local administrative authorities.

France is divided into 17 territorial units knows as "académies," each of which has an academic council whose members include a certain number elected by professors and teachers. At the head of each "académie" there is a "recteur" appointed by the Minister. He is responsible for all State education in his area, including the university, although universities enjoy a very broad measure of autonomy. Under the recteur's authority, inspectors supervise primary, secondary, and technical schools in the "academie."

French primary education begins with the "écoles maternelles," which are optional, and which accept children from three to six. At age six, children enter primary school, which is compulsory. Children attend school five days a week from 8:30 to 11:30 a.m. and from 1:00 to 4:00 p.m. Thursday, not Saturday, is a holiday, intended for religious insturction if parents desire it.

One of the most noticeable characteristics of the French curriculum is the extreme care with which the national language is taught. "Almost every country district in France has its own dialect, and the elementary school plays a major part by its teaching of French in unifying the nation. French boys and girls, even in remote villages where their parents address them in dialect, generally speak and write the national language with marked correctness.

At age 11, after the first examination on a national level, children are admittted to the secondary school, the first two years being orientation years ("cycle d'orientation") during which they try all subjects. Then if they are scientific minded, they will give up Latin and concentrate on more mathematics and science. All other subjects will still be in the curriculum. They include history, geography, art, civics, physical education,

---

*Roe, op. cit., p. 156

66
4.4

(one or two hours of each per week), French as language and as literature, algebra and geometry, chemistry, physics, zoology or geology. Few options are possible in the first years, only between foreign languages (mainly English, German, Italian, or Spanish); then, two years later, between Greek and a second modern foreign language.

The secondary school sequence is seven years, but only those who have shown evidence of real apititude for academic studies will attend the higher classes. Many students thus leave the lycée and either go on to the Training Centers in order to become primary teachers, take jobs or apprenticeships, or go on to technical schools. At the end of the sixth year, students take the first part of the exam for the "baccalauréat" (commonly called the "bachot" or "bac") an examination designed to test general culture. About 40 percent of the students fail and must eigher drop our or try again the following year. With the last year comes the beginning of an orientation, either toward literature for those who select the "philosophie" course or toward science for those who choose the "math elem" courses in which science and mathematics are predominant. For those who cannot yet decide, there is a combination course called "philo-science." After the final year another comprehensive examination is taken, after which the successful student receives the baccalauréat. The sequence is identical in the technical schools. Their curriculum is only more comprehensive and the final examinations enable students to prepare for the competitive entrance examination for schools of engineering.

The aim of French secondary education, as given in the "lycées" and "collèges classiques," is not to prepare the student for any job in particular, but to give general culture based on humanities, ancient and modern. The chief difference between "lycée" and "collège" is that the former is maintained by the State, while the latter belongs to the local authorities, though it may be subsidized by the State. "Lycées" are usually in the larger towns, their staff has higher qualifications, and the highest forms in the "lycées" (beyond the "bac") have no parallel in the "collèges.'

About 30 percent of those who have passed the second part of the "baccalauréat" go on to the universities. Formerly they went directly from the "lycée" to the university, but there is now an extra year of general education called "année propédeutique." Its purposes are to eliminate those who are not fit for the university, to initiate the others into university work, and to help them choose wisely the course they want to pursue. There is an examination at the end of the year, and only those who succeed in it can enter the university.

Many students, instead of going on to the university, stay at the "lycée" after their "baccalauréat" to prepare for one of the "Grandes Ecoles": Ecole Polytechnique, Ecole Normale Superieure, Arts et Métiers (for mechanical engineering), Ecole Navale, Ponts et Chaussées (civil engineering), Ecole Centrale (technology), St. Cyr (army), and Ecole Nationale d'Administration (civil service), etc. The more important of the "lycées" prepare for them in special classes of postgraduate level. Preparation may take from two to four years. The number of students admitted to these schools is limited and entrance is gained by competitive examination (concours). There are no fees; the costs are borne by the State. They prepare students for careers in the higher ranks of the civil service, education, commerce, and industry, army and navy, civil engineering, and scientific research.

67
4.5

In order to train young people for industry and commerce, there are technical and vocational schools corresponding to the major grades of theindustrial and commercial hierarchy: workmen, clerks, foremen, technicians, engineers, administrative and executive staffs.

Agricultural education is under the supervision of the Minister of Agriculture. The boy or girl who, on leaving primary school, wants to work on the land, attends special courses in agriculture or home economics. At a higher level there are model farms and regional agricultural schools. Three are also a few national schools at the university level.

The curriculum in the "lycées" and "collèges" may be characterized as general, abstract, and noncontroversial, rather more divorced from actual life requirements than instruction in other industrial countries. It aims primarily at shaping sound, analytical, logical minds, at developing a "sens critique." Therefore, it appeals to the more intellectual type of student. The curriculum is very heavy for the average student buy very efficient for a certain type of elite. The recognition of the intellectually ablest students is impartially obtained, thanks to the nationwide examinations at various levels. In fact, students are constantly in a competitive position from the end of primary school through higher education. Also, the academically less able are very early channeled into some type of vocational training. School attendance to age 16 is now obligatory.

The problems of education in France are for the most part the same as those in most countries; they are posed by the progress in science, and increase in population, a rapid economic development, andchanging moral and intellectual attitudes. In France these problems are complicated by certain attitudes particular to that country. The highly centralized system, a curriculum oriented toward classical studies inherited from the past, traditional methods tending to develop an elite, are all characteristics specifically French, firmly entrenched in the spirit of the people. Despite educational reforms of recent years, many problems are still unsolved in the attempts to adapt the system and its curriculum to the needs of a technological and industrial society which is slowly becoming more democratic.

Because the development of a "sens critique" is so basic to French education, it seems apropos to quote an explanation of this value as given by Madame Yvonne Vukovic: "By 'sens critique' I mean sound, objective and well-grounded judgment. I have heard the phrase 'critical thinking' but I am not sure it carried the same meaning, at least from the explanations I was given. From the examples given it sounded like subjective appreciation of facts, so I would not venture to offer it as a translation for 'sens critique.' An objective well-grounded judgment must be the result of thorough analysis followed by a synthesis which grasps the main features, the determining factors. This is why, faced with a problem the Fremchman tries to reduce it to first principles, to discover the pattern underlying it. This is also why, for a Frenchman, the exchange of batches of solid facts unleavened by ideas does not rank as conversation. A fact will only be of interest if it can be used as the springboard for an original or witty idea, or it brings a new light on a given situation. As early as the first year of secondary school we are trained in these two processes in various subject matters: first of all in the extensive study of our literature which includes 'lecture expliquée,' a thorough analysis of a few lines of prose or a poem, and 'lecture suivie,' which is more extensive and synthetical reading. Both exercises aim at giving the key to the thought and style of an author: what he wanted to convey and how he did it. The study of Latin and mathematics also builds logical and analytical minds. On the other hand, history is studied so as to determine from facts the causes, the characteristics and the short and long-range consequences of past events. So real is the concern for objectivity and validity of judgment that we do not venture to study recent history--two or three decades old, let alone current events. This is because we believe that no one has a clear picture of them yet."

69
4.7

REGLEMENT INTERIEUR DU LYCÉE

PREAMBULE.

Le règlement intérieur a pour but d'instaurer dans l'établissement un régime de travail et de vie collective mieux adapté aux aspirations actuelles des élèves et aux exigences du monde moderne.

Il a été conçu afin d'assurer à chaque enfant une progression régulière et permanente, commencée dans le 1er cycle par l'apprentissage de la responsabilité et la recherche de ses aptitudes particulières, et aboutissant dans le 2nd cycle à une prise de conscience qui permettre à chacun, au sortir du Lycée, d'être en mesure de faire face aux réalites qui s'offriront à lui, tant sur le plan individuel que social et professionnel. Dans un monde où le progrès technique est si rapide, l'adulte doit avoir été préparé dès l'école et par l'école à s'adapter à cette évolution et à la dominer.

Les règles de vie évoluant selon les besoins de la communauté, ce règlement ne peut donc revêtir aucun caractère définitif mais est toujours susceptible de révision. Il peut donc être modifié en cours d'année scolaire à la demande d'un tiers des membres du Conseil d'Administration ou d'un Collège dans son intégralité. Pour que la modification soit retenue, elle devra avoir obtenu la majorité absolue des membres composant normalement le Conseil d'Administration auquel elle aura été proposée.

En règle générale, dans sa première réunion en formation plénière le Conseil d'Administration sera appelé à examiner le Règlement de l'année scolaire précéndente et pourra, éventuellement, le modifier dans les conditions ci-dessus mentionnées.

Le règlement élaboré en commun est accepté librement par tous.

I. - CONDITIONS D'ADMISSION DES ELEVES.

Les conditions matérielles et administratives seront codifiées et précisées aux parents à chaque début d'année (assurances, tenue vestimentaire, etc...). Les parents sont priés de les étudier avec soin et de les appliquer dans l'intérêt même de la collectivité.

II. - ACCUEIL DES ELEVES: HORAIRES ET SORTIES.

La journée scolaire commence à 8 H et se termine en principe à 16 H 30. L'accueil des élèves est assuré à partir de 7 H 45 et de 13 H 15. Le jeudi les élèves du 1er cycle n'ont pas de cours. La plus grande exactitude est exigée des élèves à chaque heure de cours.

ENTREES ET SORTIES

1°/EXTERNES:

Les externes sont autorisés à quitter le Lycée après leur dernier cours, et pour ceux du 2nd cycle, à tous les moments où ils n'ont pas cours, si les parents le demandent et sous leur entière responsabilité. Un formulaire sera rempli à cet effet par les parents qui voudront bien préciser très exactement les modalités des sorties pour l'année entière.

2°/ DEMI-PENSIONNAIRES:

Les demi-pensionnaires doivent en principe demeurer au Lycée entre 8 H et 16 H 30. Toutefois, les élèves n'ayant cours qu'une demi-journée, pourront être autorisés avec accord des parents, à n'être présents que pendant ce laps de temps. Ils pourront, de la même façon, quitter le Lycée le samedi après l'heure normale de leurs cours et avant ou après le repas. Comme pour les externes, les horaires de sorties et de rentrées devront être très précisement exprimées par les parents sur un formulaire spécial, qui leur sera remis à la rentrée quand l'emploi du temps sera définitif.

3°/INTERNES:

Les internes quittent l'établissement tous les samedis après leurs cours. Ils doivent rentrer au Lycée le lundi matin pour le 1er cours, avant 7 H 50.

Il est indispensable qu'en cas de rentrée retardée, les parents préviennent, téléphoniquement d'abord, avant 12 H le Lundi, puis envoient confirmation écrite, de toute modification imprévue de l'heure et de la date de rentrée indiquées. Il est facile de comprendre la nécessité de cette mesure.

Dans le 1er cycle, les internes peuvent également quitter le Lycée le marcredi soir et rentrer le jeudi soir ou le vendredi matin aux mêmes conditions qu'en fin de semaine, pour se rendre chez eux.

Dans le 2nd cycle, les élèves peuvent sortir librement le jeudi après-midi de 13 H 30 à 19 H avec l'accord écrit de leurs parents.

Le régime de toutes ces sorties devra être strictement précisé par les parents.

Les internes sont tenus de signer le cahier de sortie avant leur départ et celui de rentrée, dès leur retour, cette signature dégageant ou engageant la responsabilité de l'establissement. L'élève qui omet de signer avant la sortie reçoit un avertissement et, à la 1ère récidive, comparaît devant le Conseil de Section.

4°/INTERNES-EXTERNES:

Les internes-externés quittent le Lycée à 20 H pour se rendre, accompagnés, chez le logeur. Ils sont transportés par car pendant l'hiver. Ils se rendant seuls le matin pour 7 H 30 au Lycée.

Ils sont soumis aux mêmes obligations que les internes et le régime des autorisations et des sorties est identique.

CONTROLES DES ABSENCES

Un billet est envoyé à la famille le premier jour de l'absence. Il sera demandé aux parents d'ajouter au bas de l'imprimé, justifiant l'absence, la date présumée de la reprise des cours. Un certificat médical est obligatoire au-delà de 4 jours d'absence. Les autorisations d'absence exceptionnelles foivent être demandées, de façon explicite, par avance et par écrit.

III. - ORGANISATION DE LA VIE SCOLAIRE.

1°/LES COURS.

Les élèves doivent assister à tour les cours prévus comme obligatoires. Certains cours sont facultatifs mais si les parents y ont inscrit leurs enfants, ces derniers doivent les suivre régulièrement.

Les activités de l'A.S.S.U. sont soumises au même régime.

71
4.9

2°/LES PERMANENCES

Pendant la journée scolaire, tous les élèves externes et les demi-pensionnaires qui n'ont pas d'autorisation de sortie, ainsi que les internes en cas d'absence de cours, soit régulière, soit inopinée, doivent se regrouper dans les permanences (exception poru certaines catégories d'internes).

Pendant l'horaire des classes l'accès au foyer est réservé aux in-internes de terminale. Les internes de 1ère peuvent également y acceder les après-midis où ils n'ont pas cours.

Entre 12 H 15 et 13 H 15 les permanences sont facultatives et strictement réservées aux élèves désirant travailler.

3"/LES ETUDES DU SOIR.

Les parents des demi-pensionnaires et des externes peuvent laisser leurs enfants en étude surveillée s'ils le désirent jusqu'à 19 H, tous les jours scolaires.

Les études du soir sont libres dans le 2nd Cycle. Les élèves de ces classes qui le désirent peuvent être surveillés. Tous les autres élèves sont surveillés de 17 H à 19 H.

Le bon fonctionnement des études libres est assuré par les élèves eux-mêmes (auto-discipline) qui doivent prendre les mesures nécessaries pour préserver leurs conditions de travail. Si, néanmoins, un élève continue à perturber le travail de ses camarades, il peut se voir immédiatement envoyé en étude surveillée, son attitude prouvant qu'il est indigne de la confiance qu'on met en lui.

Après le repas du soir une étude libre de 20 H à 21 H est ouverte aux élèves du 2nd cycle et prolongée jusqu'a 21 H 45 pour les élèves des classes terminales qui le souhaitent.

IV. - APPRECIATIONS DU TRAVAIL ET CONTROLE DES CONNAISSANCES ET DU TRAVAIL.

1°/FORMES DU CONTROLE.

Le contrôle du travail et des connaissances des élèves se fera de façon fréquente sous forme:

- d'interrogations écrites ou orales
- de devoirs ou faits à la maison ou surveillés en classe.

Les appréciations ne donneront pas lieu à un classement; les compositions trimestrielles qui ne fournissaient qu'une vue discontinue de l'acactivité de l'élève, sont supprimées.

2°/FORMULATION DES APPRECIATIONS ET DE LA NOTATION

En accord avec les recommandations ministérielles, le travail et 1 les résultats des élèves seront appréciés par niveau (A = excellent, B = bon, C = satisfaisant, D = légèrement insuffisant, E = faible, F = extremement faible).

3°/TRANSMISSION AUX PARENTS - RAPPORTS AVEC LES FAMILLES.

L'année scolaire sera divisée en 2 semestres à l'issue desquels les parents recovront un bulletin rapportant les résultats de l'enfant et les appréciations de ses professeurs et du chef d'établissement et que les parents devront conserver.

En outre, conformément aux textes officiels, des réunions regroupant parents et professeurs se tiendront à différentes périodes de l'année selon les nécessités des classes.

4°/INCITATION AU TRAVAIL ET A LA BONNE TENUE.

LE TRAVAIL.

Le Conseil d'Administration considere que, les élèves du 2nd cycle étant responsables de leur travail, les punitions traditionnelles doivant être supprimées. En cas de travail insuffisant, notification sera donc simplement faite aux parents par l'intermédiaire du carnet de correspondance.

En ce qui concerne le 1er cycle, les élèves n'ayant pas encore acquis un rythme et une méthode de travail personnels, il convient que le professeur stimule et contrôle soigneusement l'effort de chacun.

En cas d'absence de travail, un devoir supplémentaire, signifié aux parents, enregistré par l'Administration, devra être exécuté par l'élève et corrigé par le professeur comme un devoir normal.

En cas de récidive, le Professeur concerné devra se mettre en rapport avec le professeur principal, les personnes plus spécialement chargées de la connaissance du milieu familial de l'enfant et les parents afin de rechercher les causes profondes de cette absence de travail et d'y remédier.

LA TENUE.

Recommandations générales: une tenue discrète, respectant les regles de la décence est exigée de tous les élèves ainsi qu'une parfaite correction envers le personnel attaché a l'etablissement.

L'autorisation est donnée aux élèves du Second Cycle de fumer à l'extérieur des locaux scolaires et dans le Foyer des Internes.

Les vêtements et objets divers appartenant aux élèves doivent être marqués à leur nom. Les parents sont priés de ne pas laisser aux enfants de fortes sommes d'argent ou des objets de valeur, l'Administration ne pouvant être tenue pour responsable des pertes ou disparitions.

Les élèves doivent obligatoirement posséder un sac de sport contenant une tenue de sport : short, maillot bicolore, basket ou sandales, chaussures de gymnase, survêtement, le tout marqué à leur nom, prénom, classe.

Le port d'une blouse est recommandé. Les demi-pensionnaires doivent se munir d'une serviette de table marquée à leur nom.

DISCIPLINE.

Le Conseil de Section se tient en présence de l'élève traduit et de la personne qui a demandé sa comparution. Il est composé:

- du Chef d'Etablissement
- du délégué de classe
- du professeur principal pour les classes du 1er cycle, ou, dans les classes du 2nd cycle, du professeur qui, de par ses fonctions, semble le mieux connaître l'élève.

Ces 3 membres ayant seuls voix délibérative.

A la demande d'une de ces cinq personnes, tout autre personne peut être invitée pour complément d'information, avec voix consultative.

Le Conseil de section s'informe de toutes les circonstances qui ont entraîné la comparution de l'élève. Il entre dans ses attributions de propo-

A l'externat : En cas d'attitude perturbatrice au cours, l'élève sera exclu du cours avec avertissement aux parents et enregistrement auprès de l'Administration. Au bout de 3 avertissements l'élève sera déféré devant le Conseil de Section.

A l'internat : L'introduction de toute nourriture est interdite au dortoir. Les élèves qui ne respectent pas les règles de la discipline sont passibles des sanctions suivantes : devoir supplémentaire - devoir supplémentaire notifié aux parents et enregistré par l'Administration - avertissement notifié aux familles (cinq avertissements entraînant la comparution devant le Conseil de Section).

Sorties hors des heures autorisées : tout élève qui aura commis cette faute fera l'objet d'un avertissement immédiat adressé à la famille convoquée pour la circonstance. A la première récidive, comparution devant le Conseil de Section.

Seront directement traduits devant le Conseil de Section les élèves qui se seront rendus coupables :

de dégradations graves et délibérées, toute dégradation volontaire entraînant le remboursement des frais par la famille,
- de vols,
- de refus d'obéissance, d'insolence caractérisée à l'égard d'un membre du personnel,
- de fraude, de falsification ou d'établissement d'un faux, en particulier, d'imitation de signature,

Le Conseil de Discipline reste toujours l'instance supérieure en matière de sanctions.

V. – LES ACTIVITES DIVERSES AU SEIN DE L'ETABLISSEMENT.

FOYER SOCIO-EDUCATIF.

Il pourra exister à l'intérieur du Lycée un foyer socio-éducatif regroupant les activités diverses des clubs organisés par les élèves, aidés s'ils le souhaitent, par un adulte. Il sera ouvert à tous les élèves du Lycee afin qu'ils puissent compléter la formation de leur personnalité par l'apprentissage de la responsabilité.

INFORMATION ET OUVERTURE SUR L'EXTERIEUR.

- L'information est libre à l'intérieur de l'établissement pour le 2nd cycle, sous réserve que toutes les tendances soient représentées.

- En dehors des heures scolaires une salle sera attribuée aux élèves pour leurs réunions ; pendant le temps scolaire, la pénurie des locaux nécessite une entente préalable avec la Surveillance Générale et l'Intendance.

- Le courrier des élèves internes est libre, sauf désir contraire des parents des élèves du 1er cycle, qui voudront bien l'indiquer à la rentrée sur la fiche qui leur sera remise.

B.U.S. ET ORIENTATION.

Un professeur est chargé de tenir à jour et de porter à la connaissance des élèves la documentation reçue au sujet des carrières et des concours. Il sera aidé par des élèves qui participeront à la diffusion auprès de leurs camarades. Il tient une permanence régulière dont l'horaire sera communiqué en début d'année scolaire, reçoit aussi les parents sur rendez-vous.

VI.--SECURITE DES ELEVES.

Les parents doivent souscrire une assurance couvrant l'élève au Lycée et dans les trajets, les élèves non assures ne pouvant pas participer aux sorties organisées par l'établissement (sorties scientifiques, culturelles, visites d'usines, de musées, etc...).

Il est rappelé que les élèves doivent respecter les règles élémentaires de sécurité, en particulier celles du Code de la Route.

Des consignes particulières sont données aux élèves fréquentant les laboratoires, ateliers, terrain de sports, de même que la conduite à tenir en cas d'incendie.

La détention et l'usage d'objets pouvant presenter un danger pour l'élève et ses camarades engagent la seule reponsabilité de ses parents. Tout le personnel de l'établissement peut confisquer un objet paraissant dangereux et les parents seront prévenus.

Aucun médicament, même anodin, même de l'aspirine, ne doit être détenu par les élèves, mais il sera remis à l'infirmerie avec l'ordonnance, éventuellement, et pris à l'infirmerie qui leur est accessible à toute heure.

Les parents sont tenus de fournir le nom de la clinique où devrait être transporté leur enfant en cas d'urgence, ainsi qu'une autorisation pour le Chef d'établissement de prendre toute mesure urgente.

En outre, ils doivent donner obligatoirement un numéro de téléphone, soit personne, soit d'un voisin ou d'un ami, afin qu'ils puissant être immédiatement contactés.

Si un enfant doit être dispense d'éducation physique, le médecin de famille doit fournir cette indication au début de l'année scolaire ou à tout autre moment de l'année. Toute dispense doit être signalée au médecin scolaire lors de la visite médicale, pour confirmation.

Les élèves qui termineraient l'année scolaire, dispensée d'éducation physique, devront apporter à la rentrée suivante un certificat de leur médecin, les autorisant expressément à reprendre leurs activités sportives et gymniques.

De même les parents ont intérêt à signaler au Chef d'établissement toute anomalie dans la santé ou le comportment de l'enfant, qui, ignorée, risquerait d'entraîner des inconvénients pour l'élève lui-même.

Le présent règlement, élaboré en Commission Permanente par les représentants des différents collèges, a été approuvé par le Conseil d'Administration réuni le 1 er trimestre 1968 après lecture et discussion.

Il a été modifié dans les mêmes conditions et approuvé par les Conseils d'Administration réunis le 13 décembre 1969 et le 21 novembre 1970.

BIBLIOGRAPHIE

A-LM, Level II (second edition), Harcourt, Brace & Jovanovich, Inc., 1970, pp. 25, 29, 255-256, 295-299, 305.

A-LM, Level I (second edition), Harcourt, Brace & Jovanovich, Inc., pp. 239-241.

Cadoux, Remunda, Vous et Moi, Macmillan, 1970, pp. 124-127, 226-249

Chez Nous, quinzième série, Magazine MGP, Septembre/Octobre, 1971, pp. 4,5, (article on the baccalaureat).

Ladu, Tora Tuve, "French Education"., Teaching for Cross-Cultural Understanding, 1968, State Department of Public Instruction: Raleigh, North Carolina, Foreign Language Curriculum Series Publication No. 414, pp. 79-82.

Barry, Joseph, France, New York: Macmillan, 1965, pp. 95-103.

Bishop, Claire Huchet, Here is France, New York: Farrar, Straus & Giroux, 1969, pp. 141-154.

Clement, Marguerite, In France, New York: The Viking Press, 1966, pp. 28-37.

Cadoux, Remunda, Getting to Know France, New York: Oxford Book Co., 1968, pp. 88-96.

L'ÉCOLE

77
4.15

Test: Teacher's script

You will hear part of a sentence, followed by three possible endings, labeled A, B. and C. On your paper write the letter which best completes the sentence. You will hear each sentence twice.

Example: You hear, "I got an A in French. Mom was..."
A. mad.
B. happy.
C. in Chicago.

You write B because Mom would be happy if you got an A in French.

1. J'ai raté ... (3 seconds)
    A. la classe (3 seconds)
    B. le cartable (3 seconds)
    C. un examen (5 seconds)

2. J'ai dix-huit sur vingt. Papa est ...
    A. malade.
    B. content.
    C. fâché.

3. Voici ...
    A. le crayon.
    B. le stylo.
    C. la craie.

4. Voici ...
    A. le livre.
    B. le cahier.
    C. le drapeau.

5. French children start to school at age ...
    A. six.
    B. seven.
    C. three.

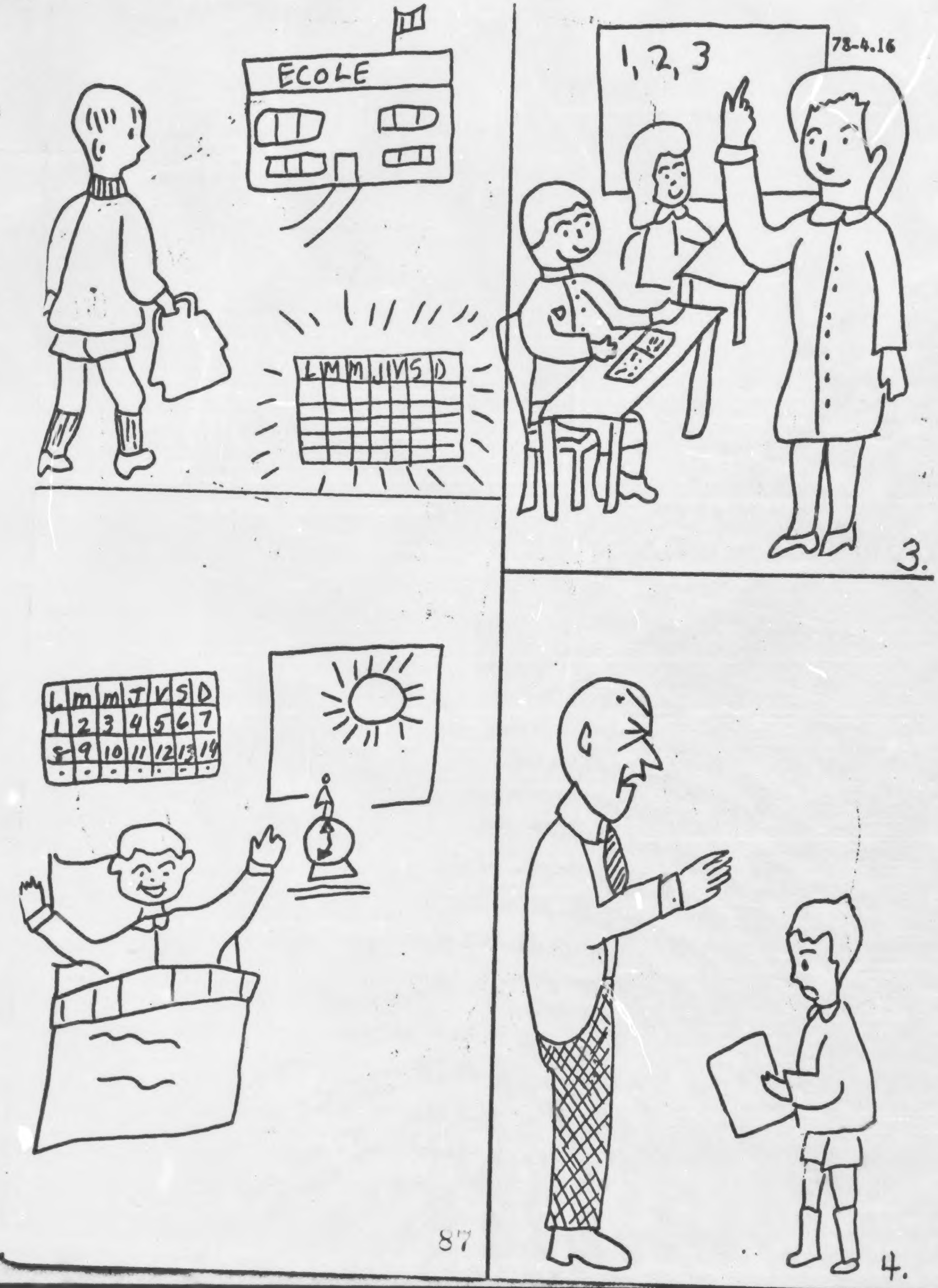
6. Schools in France are all ...
    A. controlled by a local school board.
    B. controlled by individual principals.
    C. controlled by a central government agency.

7. French schools have ...
    A. a half-hour lunch period.
    B. a two-hour lunch period.
    C. a one-hour lunch period.

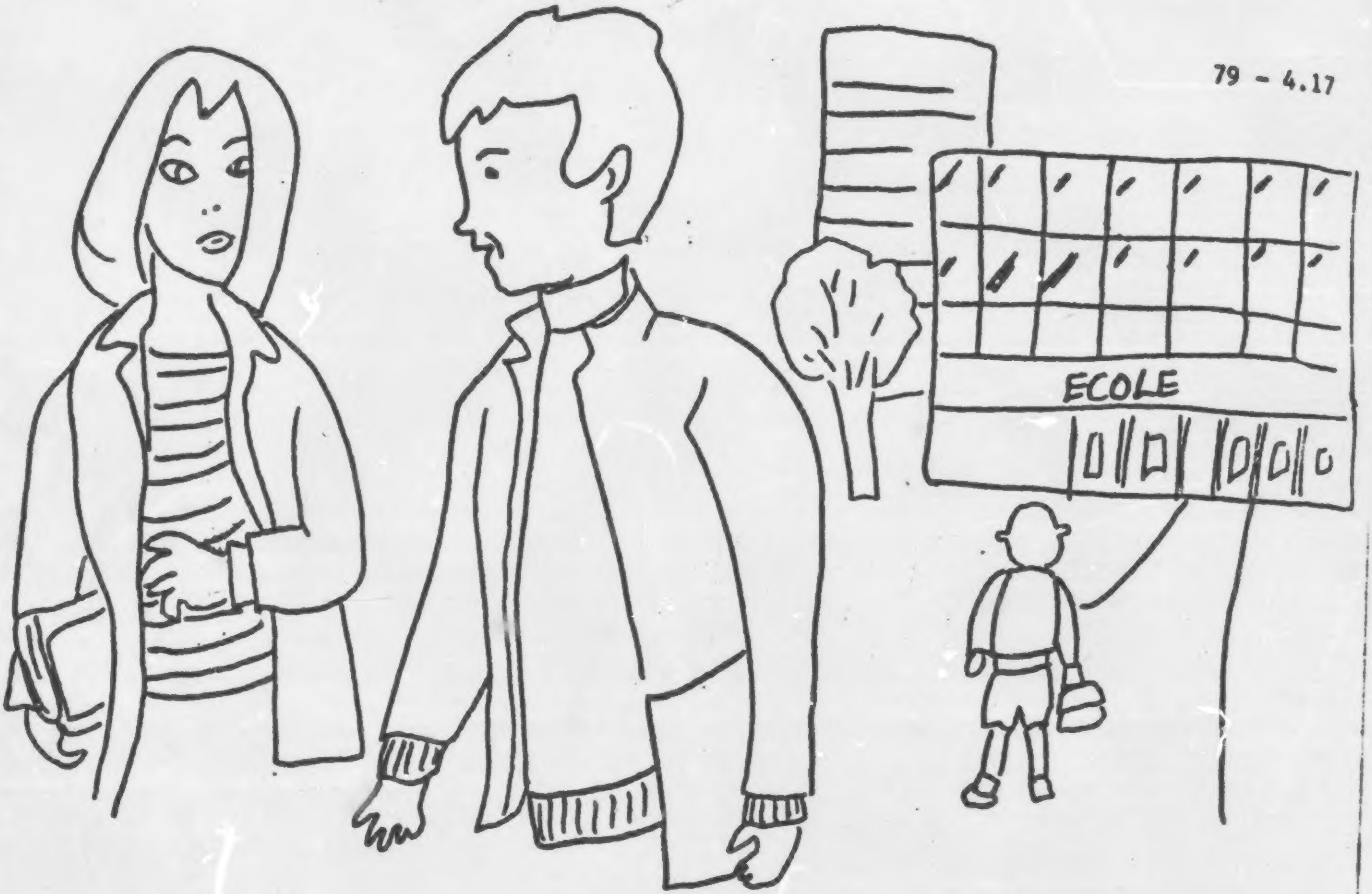
8. French shcools are closed on ...
    A. Thursday.
    B. Saturday.
    C. Tuesday.

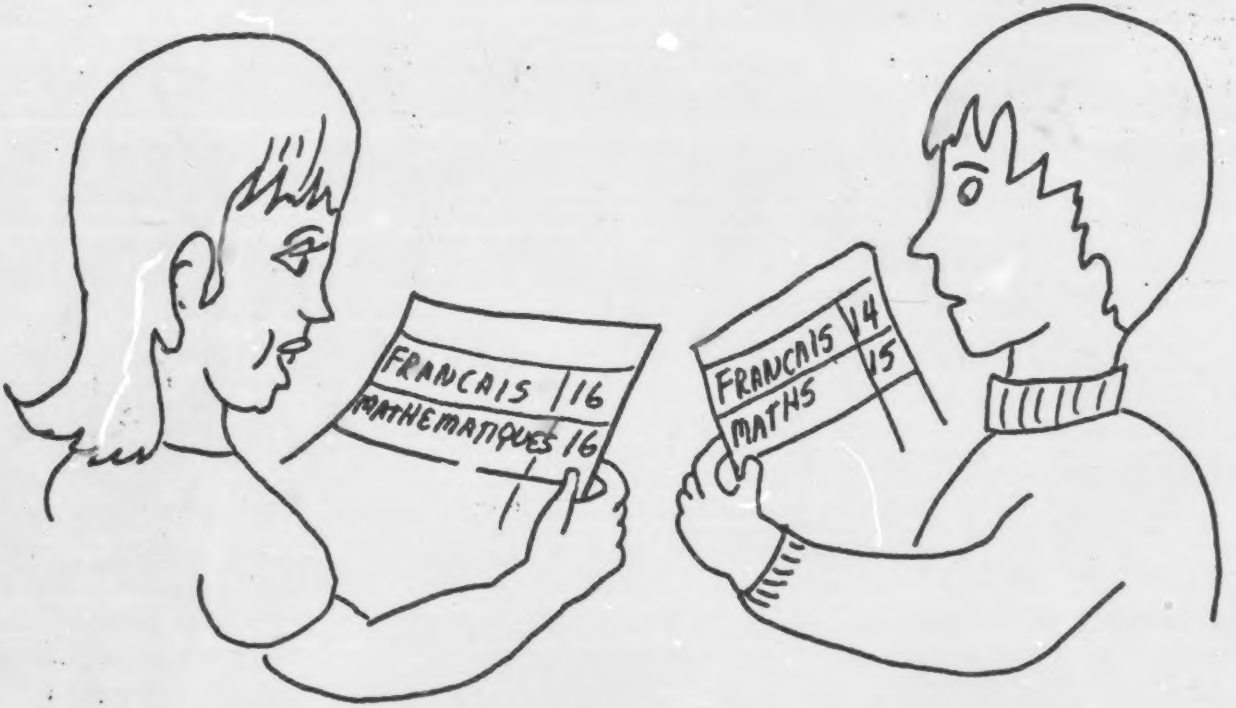
9. Five over twenty would be ...
    A. a low grade.
    B. an average grade.
    C. a high grade.

ript

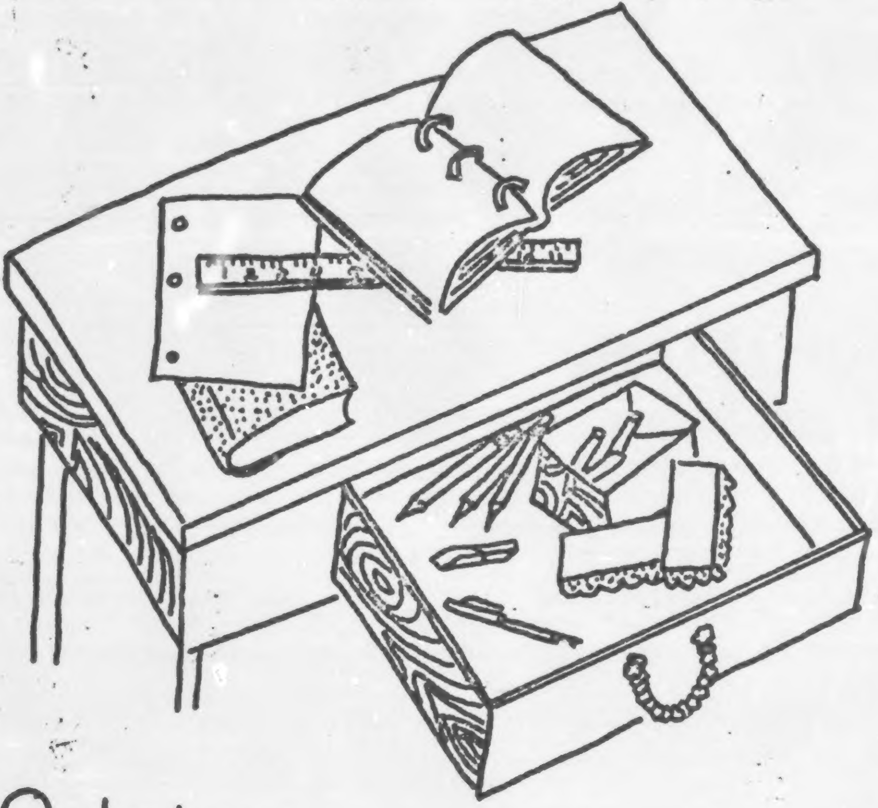

ECOLE
L M M J V S D
78-4.16
1, 2, 3
3.
L m m J V S D
1 2 3 4 5 6 7
8 9 10 11 12 13 14
4.

79 - 4.17




FRANCAIS 16
MATHEMATIQUES 16
FRANCAIS 14
MATHS 15

5.



Qu'est-ce que c'est?

6.

81 - 4.19

HEURES	LUNDI	MARDI	MERCREDI	VENDREDI	SAMEDI
8h - 9h	TECHNOLOGIE	MATHÉMATIQUES	MUSIQUE	ETUDE	LATIN
9h - 10h	GEOGRAPHIE	HISTOIRE	TECHNOLOGIE	ANGLAIS	ETUDE
10h - 11h	ALLEMAND	FRANÇAIS	LATIN	EDUCATION PHYSIQUE	FRANÇAIS
11h - 12h	MATHÉMATIQUES	LATIN	SCIENCES NATURELLES	MATHÉMATIQUES	DESSIN
13h 30-14h30	LATIN	TRAVAIL MANUEL	ANGLAIS	ALLEMAND	
14h30-15h30	ANGLAIS	FRANÇAIS	MATHÉMATIQUES	GÉOGRAPHIE	
15h30-16h30	ETUDE	ALLEMAND	EDUCATION PHYSIQUE	FRANÇAIS	
16h30-17h30					

EMPLOI DU TEMPS

HORAIRE SCOLAIRE

82 - 4.20

HEURES	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI
8h	Etude	français 9	TManuel 13		espagñol 28	dessin 10
9h	math 13	technology 19	math 8		géographie 31	histoire 31
10h	français 9	math 50	espagñol 46		E.P.S.	français. 9
11h	latin 9	Etude	Histoire 31		latin 9	latin 9
1½ h	anglais 25	anglais 25	I.religieuse		technologie 13	
2½ h	espagnol 29	sciences 15	anglais 25		français 9	
3½ h	musique 42	latin 9	E. P. S.		math 8	

L'APPARTMENT,
LA FAMILLE
Visual

83
5.1

DIALOGUE

Andre: Bonjour, mes amis. Je m'appelle Andre Guibert.
Voici ma famille. J'ai une grande famille. #1

Voici mes parents: mon pere s'appelle Jean #2
Guibert. Il est épicier. #3

Ma mere s'appelle Simone Guibert. Elle est
belle, n'est-ce pas? #4

Voici mon frère et ma soeur. Mon frère s'appelle
Léon. Il est petit. Ma soeur s'appelle #5
Françoise. Elle est grande.

Voici mes grand-parents. Ils sont vieux. #6

Voici mon grand-père, Henri Guibert.

Voici ma grand'mère, Monique Guibert.

Et voici toute la famille: mon père, ma mère, #7
mon frere, ma soeur, mon grand-père, et ma
grand'mère.

Comment est ta famille?

VOCABULAIRE

Active:
- la famille
- mon père
- ma mère
- mon frère
- ma soeur
- mon grand-père
- ma grand'mère
- voici
- n'est-ce pas?
- papa
- maman
- Je m'appelle...
- Il s'appelle...
- Elle s'appelle...

Passive:
- l'épicier
- petit
- grand
- mes parents
- mes grand-parents
- les enfants
- Comment est ta famille:
- belle
- tante
- oncle
- cousin
- cousines
- le fils
- la fille

LA FAMILIE, 84
L'APPARTMENT 5.2

Visual #8

DIALOGUE

Andre: J'habite un appartement, pas une maison.

Voici mon appartement.

Où est le chat?

Dans la chambre? Non.

Dans le salon? Non.

Dans la salon de bains? Non.

Dans la cuisine?

Oui! Il a faim.

Moi aussi! Allons manger!

VOCABULAIRE

Active:

- dans
- le chat
- un appartment
- une maison
- le salon
- la salle de bains
- la salle à manger
- la chambre
- la cuisine

Passive:

- J'habite
- Allons manger
- Où est...?
- Il a faim.
- J'ai faim.
- moi aussi.
- l'escalier
- la fenêtre
- la porte

LES ACTIVITÉS

LA FAMILLE, 85
L'APPARTEMENT 5.3

1. Have students bring picutres of their own family, and give introductions.
2. Have students draw a family tree, giving names of French people.
3. Have students take a famous TV, movie or political family and explain relationships.
4. Have students draw a cartoon of their family.
5. Have students draw a house plan or apartment plan on the board. He then draws someone or something in one of the rooms and asks, Où est ...? The other student has to answer, Dans la .....
6. Have students act out various activities suited for each room and have other students guess which room they are in. E.g.: washing his face, or stirring the soup.
7. Have student draw a floor plan of their house and label rooms according to the names in the visual for the apartment.

Unit three

THE FRENCH WAY OF LIFE

Section 1 • The French Home

Le Foyer. The French call their home *"le foyer,"* a word which originally meant "the place where the fire is made." *Le foyer* is more than a hearth, however. It is the center of family life, and family life is the most important part of French life. In this section, we shall discover how important *le foyer* and *la famille* are to the French.

Maisons et Appartements. French houses and apartments are built for privacy as well as convenience. Houses are often built behind high walls, with the backs of the houses facing the street and the gardens located in the rear.

Apartment dwellers must enter by a large front door which, in middle-class apartment houses, is kept locked at night by the *concierge.* The *concierge* is guardian and superintendent of the building and lives in an apartment on the ground floor. She (or he) observes everyone who enters or leaves. She also distributes the mail, delivers parcels and messages, and oversees the general welfare of all the tenants. After a certain hour in the evening, the front door is locked, and tenants or visitors must ring a special bell to enter or leave. The *concierge* responds by pressing a buzzer which releases the latch, and the person entering must announce himself or the person he is visiting by calling out the name loudly and clearly. In this way, it is easy to keep track of people who come and go.

The apartments themselves are generally rather spacious, with a *salon* (living room), *salle à manger* (dining room), *cuisine* (kitchen), *salle de bain* (bathroom) and *chambres à coucher* (bedrooms). The toilet (called a W. C. or water closet) is usually separated from the bathroom, and has its own enclosure. People who have no bathroom use public baths.

The rooms which face the street often have small balconies on which one can place a chair or two. People dine at the window or even on the balcony if it is large enough. The French windows, reaching from ceiling to floor like doors, are protected at night or in bad weather by iron or wooden shutters (*les volets*). Elevators are self-service, and usually accommodate only two or three people. Frequently they are made almost entirely of glass.

La Famille. As a rule, members of the family show deep affection and devotion to one another. When the baby is born, it is called by many terms of endearment, such as *mon trésor* (my treasure), *mon petit amour* (my little love), and *mon petit chou* (my little cabbage). Parents continue to apply terms of endearment to the youngsters as they grow up, and even apply them to one another. The husband and wife often call each other *chéri* or *chérie* (beloved), *mon chou*, or *mon amour*. Other members of the family also use terms of endearment.

Children. Children are kept close to their parents as they grow up. They have great respect for their parents, who exercise more authority over their children than parents in some other countries. Together with the authority, however, parents show constant tenderness and concern. They spend a good deal of their free time with their children, taking them on excursions or trips, encouraging them to take part in sports and, most important of all, supervising their education. The day a child receives his diploma is a great day for his parents.

Husband and Wife. *Le mari* (husband) and *la femme* (wife) are partners in life and share the responsibilities of the home. The wife is sometimes the husband's partner in business. Always she tries to be his confidante. She feels it her duty to keep up his morale and the morale of her entire family.

Other Relatives. Aunts, uncles, cousins, and grandparents are important and respected. Most important, aside from mother and father, however, is *la marraine* (the godmother) or *le parrain* (the godfather), as it is they who help to name the baby and assist the parents in bringing him up.

LA FAMILLE, L'APPARTEMENT

56
54

HOUSING

1. Many homes in France do not have telphones. Telephone service is notoriously bad, and it is expensive. Local calls are charged for in the same way that long distance calls are in this country. Therefore French children do not spend long hours on the phone as American children frequently do.

2. In many apartment buildings there is a button to push as you start up the stairs to turn on the light. It gives a minute's light. If more light is needed you need to push the button again in order to reach your floor. This is to save electricity, which is also expensive, as it eliminates the need to burn lights in the hallways all night as is frequently done in America.

3. A French washcloth is called a gant, meaning glove. It is a washcloth sewn into a rectangle into which you insert your hand. Bathtubs have hand showers built in. This is called an appareil, as it is the same shape as a telephone receiver, which has the same name. These are called Danish showers in this country and are becoming more popular each year.

4. H.L.M. Many low rent apartment buildings have been constructed in parts of big cities. Habitations a loyer modere is a government sponsored low rent apartment complex. Many of these can accommodate large families.

Cultural Background

Pp. 118,119 Teaching for Cross Cultural Understanding, Tora Ladu

HOUSING

Traditionally the French have built their houses so substantially that they have withstood the ravages of time and weather, so that many old ones still exist. In homes as in furnishings and clothing, the sense of economy has caused them to repair again and again rather than tear down or destroy, and through the years houses have been occupied by one generation after naother. Two million French families live in houses built before 1851; 175,000 live in sixteenth century houses. In a few small cities, and even in Paris, some twelfth-century houses still exist.

The cities which have preserved their ancient "quartiers" are usually found in the center and South of France. The North and East have been too often destroyed by wars to have kept more than some old cathedrals and churches, chateaux, and occasionally the old town hall. During the last war, many cities in the West (Normandy) were partly or completely ruined. THey have been rebuilt either in the traditional regional style (in Normandy and along the Loire Valley) or in a sort of classical modern architecture which is impressive but rather cold (le Havre, Amiens). The superposition of centuries, such as Tours, is quite typical. In an endeavor to build in modern style the French have used a purity and simplicity of line which is very twentieth century, but have used proportions that are obviously reminiscent of French Classical architecture (e.g. tall, narrow windows). The tendency is still to build individual homes, for those who can afford it, althouth apartment building is occurring more and more frequently. The countryside around Paris is rapidly being covered by "pavillons de banlieue," and high-rise apaprments also stand out against the horizon in the suburban areas. These new buildings, often in groups, are changing the traditional types of French dwelling. These large building projects are uniform, without individuality. Interior courts, so dear to the French desire for privacy, have disappeared and have been replaced by individual balconies. The new closeness of living together in large groups, which puts the inhabitints constantly in contact with the outside world, could

88
5.6

Ladu, Tora, Teaching for Cross Cultural Understanding

1. The Family

The French family has kept many of its traditional characteristics and constitutes the cell of the social structure. The family forms a closely-knit community of work, of interests, and of leisure activities.

The traditional family structure is based on several major factors. It rests first on the couple, who are united in a civil marriage (in the town hall), which is the only legal one, followed in most cases by a religious marriage in the church, which binds practicing Catholics for life.

At the head of the family hierarchy is the father, whose authority is given him by law and by tradition. But the real pivot of the family is the mother. She has enjoyed fewer legal rights in the past but she exercises the real authority and prestige in the family and is always in charge of the finances even when she does not work outside the home. The French woman has always enjoyed prestige, not only as a woman and mother, but as an individual, a human being. Her intellectual and artistic capacities have been recognized more than in most cultures, as evidenced by the important role of women in French society, especially in the seventeenth and eighteenth centuries. The sense of hierarchy in the family and the authority of both parents over the children is manifest in daily behavior--e.g., children may not talk back, they must obey orders, freedom of speech is limited at the table.

The family is a closely united group. THere is a strong feeling of responsibility toward the children and of "forming" their characters, their tastes, and their manners. Much attention is given to academic achievement. Because of the great competition in the schools, parents' help is mandatory. Children's outings are closely checked, especially for girls up to eighteen or twenty. Children go to the sidewalk cafe with their parents and get a non-alcoholic drink. They are accompanied to children's concerts and the theatre, and go to the movies with their parents when the film is not specifically "for adults." The family vacations together, usually at the seaside, sometimes in the mountains, camping, renting a house at the beach, or staying in pensions or small hotels.

The French family is also a rather closed cell that has close ties with relatives. Frequent visits are made by the whole family to relatives; forty percent of French families stay with relatives for their vacation. The "esprit de famille" is somewhat of a clannish reaction. Guests are royally entertained but not easily invited. There are few "parties" as we know them, even for children.

The contemporary family pattern shows some changing characteristics brought about especially as a result of new economic conditions. The availability of more modern conveniences and appliances, the desire to buy them and the relief in labor that they offer are incentives for women to work. Half of the women work outside the home in France today. Household help is difficult to find; generally only elderly women who work by the hour are available for house cleaning. Spanish girls, willing to come to France for a year or two, work as full-time servants. The authority of the mother is reinforced by her new economic independence. With the long working day for both parents, (7:00 or 8:00 a.m. to 6:00 p.m.) it is necessary for all the members of the family to share the burden of the household. Each child has his chores, and the husband helps his wife. In the worker's family, when both parents work long hours and have no household help, there is difficulty in checking on the children (age 10 to 15), who sometimes go to the movies alone on Saturday afternoon or Sunday. On the whole, children on all social levels are less closely checked than formerly. The heirarchy is not so rigid, education is less authoritarian, parents tend to be friends more than judges. However, surveys have shown that both parents and children still want a certain amountof imposed discipline.

On the whole, the changes in family patterns are slow enough not to be upsetting. Children are fighting for earlier and more diversified types of freedom, (e.g. outings, dating, choice of reading, movies, etc.). The firstborn usually wins battles for the others.

The mother, although she has gained real economic independence and increasing legal rights equal to those of her husband, has not fought for these as much as her English counterpart has done and she has gained more. She is fully a partner of her husband. The only stage in which women are still striving for recognition is in the preparation for a professional career. More young women in France are studying to become doctors, lawyers, architects, etc. than in the United States. Many also become successful business-women. They enjoy the equal salaries with men. Only at high levels of executive positions and civil service are women still practically barred from office. A woman must prove very superior to a male competitor to get such a position.

Governmental policies for the past forty years have tried to encourage larger families and close family ties. The "allocations familiales" give financial help and advantages according to the number of children.

In summary, it can be said that the French family is as diverse as the socioeconomic structure. Its characteristics vary according to the milieu. Under the influence of today's living conditions, it is being transformed. This is true even for the bourgeois family, which seems to perpetuate a kind of traditional image based on stability, authority, and solidarity. As both work and leisure activities desperse the members of the family community, it is only the meal that unites them--and now, television.

2. Leisure-Time Activities

With the diminution of the working week, leisure-time activities have assumed a much greater importance in France as elsewhere. One may group these activities into several categories: cultural activities, open-air activities, sports (active and spectator), festivals and holidays, and travel.

In spite of the popularity of radio and television, reading still holds a very important place; the French read a great deal. The classics are gradually reaching the masses, thanks to the widespread cheap pocket editions and lending libraries. Two of every three homes have private libraries.

The taste for the theatre and for music (concerts and music-halls) has developed and penetrated all milieus. This is due largely to the decentralization of the theatre and to the establighment of amateur theatres, to educational groups such as the "Jeunesses Musicales" and to summer festivals. The cinema ranks among the favorit diversions of a large part of the population.

Because of the need to escape from the noise and restlessness of the city, the country is invaded, on Sundays and holidays, by crowds of hikers, cyclists, and campers. Those who combine the out-of-doors and sports, whether as a participant or a spectator, are also numerous.

LA BIBLIOGRAPHIE

Cadoux, Ramunda, Getting to Know France, New York: Oxford Book Company, 1964, pp. 82-87.

Cadoux, Ramunda, Vous et Moi, Macmillan, 1970, pp. 98-00, 138-139, 219-221.

Clement, Marguerite, In France, New York: The Viking Press, 1966, pp. 106-114, (In a French House).

Michaud, Guy, Guide France, Paris: Classiques Hachette, 1964, pp. 260-61.

Ladu, Tora Tuve, Teaching for Cross-Cultural Understanding, State Department of Public Instruction, Raleigh, North Carolina, 1968, Foreign Language Curriculum Series Publication No. 414, pp. 75-77, 118-119.

Test: Teacher Script
Visual

You will hear a statement. On your paper write Oui if the statement is true, Non if the statement is false. You will hear each statement twice.

Example: You hear, "My aunt is my mother's brother." You write Non, because your aunt is not your mother's brother.

1. Le père de ma mère est mon grand-père. (3 seconds)
   Le père de ma mère est mon grand-père. (5 seconds)

2. Ma soeur Françoise est une jeune fille.

3. Mon père et ma mère sont frères.

4. Je m'appelle André. Je suis le père de la famille.

5. Mon frère est le père de ma soeur.

You will hear an incomplete sentence. To finish the sentence, write the letter of the correct answer you hear. (A,B,or C) For example, you hear, "The father of my father is my..."

A. brother
B. grandfather
C. mother

You write B because the father of your father is your grandfather. You will hear each item twice.

6. Ma soeur est... (3 seconds) — Repeat entire statement and choices.
   A. André (3 seconds)
   B. épicier. (3 seconds)
   C. Françoise. (5 seconds)

7. Ma grand'mère est la mère de ...
   A. ma soeur.
   B. mon frère.
   C. ma mère.

8. The French family is ...
   A. a closely united group.
   B. a loosely held together group.
   C. always controlled by the mother.

9. Discipline in the French family...
   A. is extremely permissive.
   B. is average.
   C. is more strict than in America.

10. French women...
    A. all work outside the home.
    B. never work outside the home.
    C. sometimes work outside the home.

LA FAMILLE, 92
L'APPARTEMENT 5.10

Test: Teacher script
Visual #8

You will hear a statement regarding the picture. On your papers write Oui if the statement is correct; Non if the statement is false. You will hear each sentence twice.

1. Voici la chambre. (3 seconds)
   Voici la chambre. (5 seconds)

2. Voici le salon.

3. Voici la salle de bains.

4. Le chat est dans la salle à manger.

5. Mon père est dans la chambre.

6. Voici un appartement.

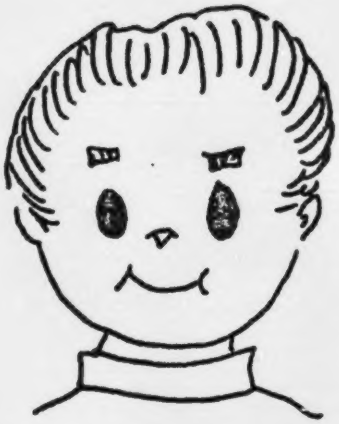
You will hear a statement which may be true about France, or America, or both. On your papers write F if it is true about France, A if it is true about America or B if it is true about both countries. You will hear each sentence twice.

7. It is very common to live in a house built before 1851. F

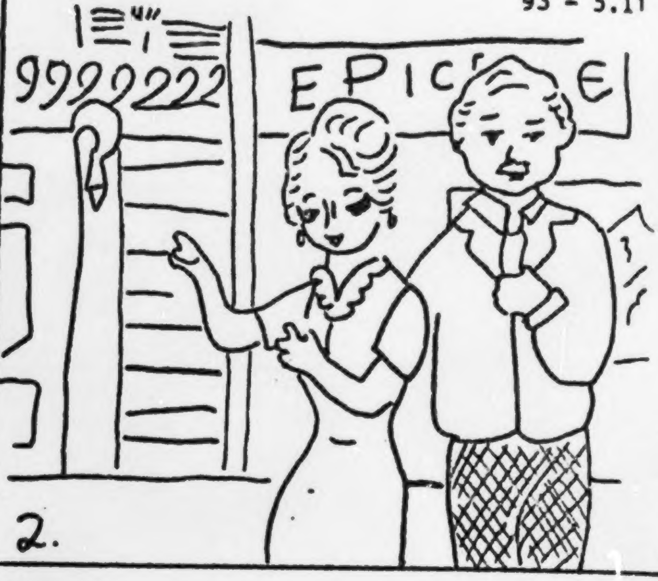
8. Appartment buildings have lights burning all night in the hallways. A

9. There are two color telephones in the house. A

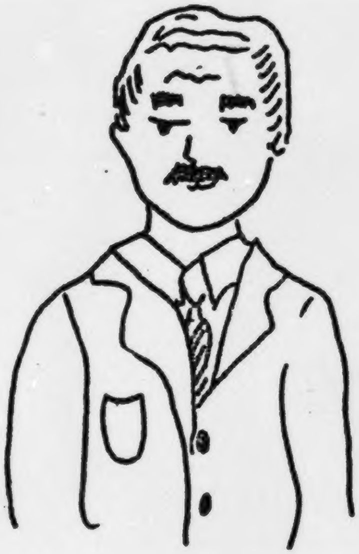
10. There is a television set in the appartment. B



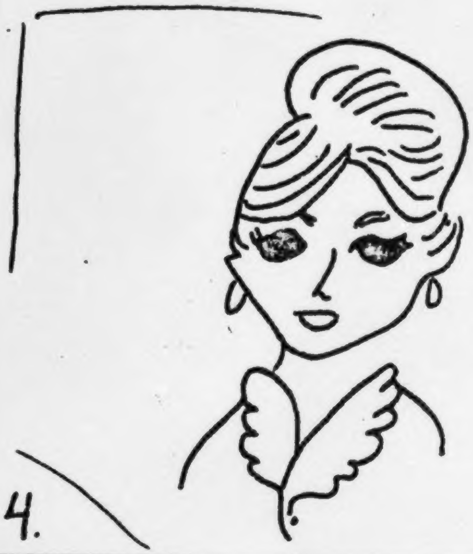
1.



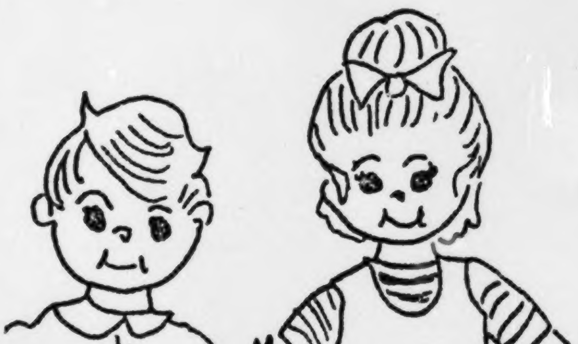
2.



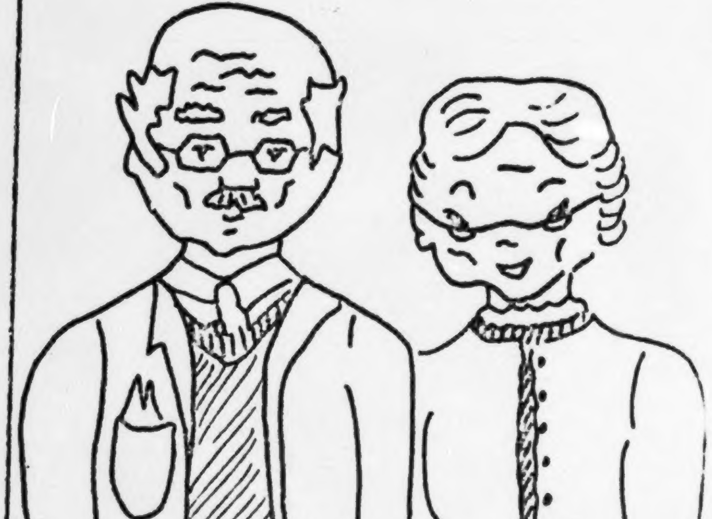
3.



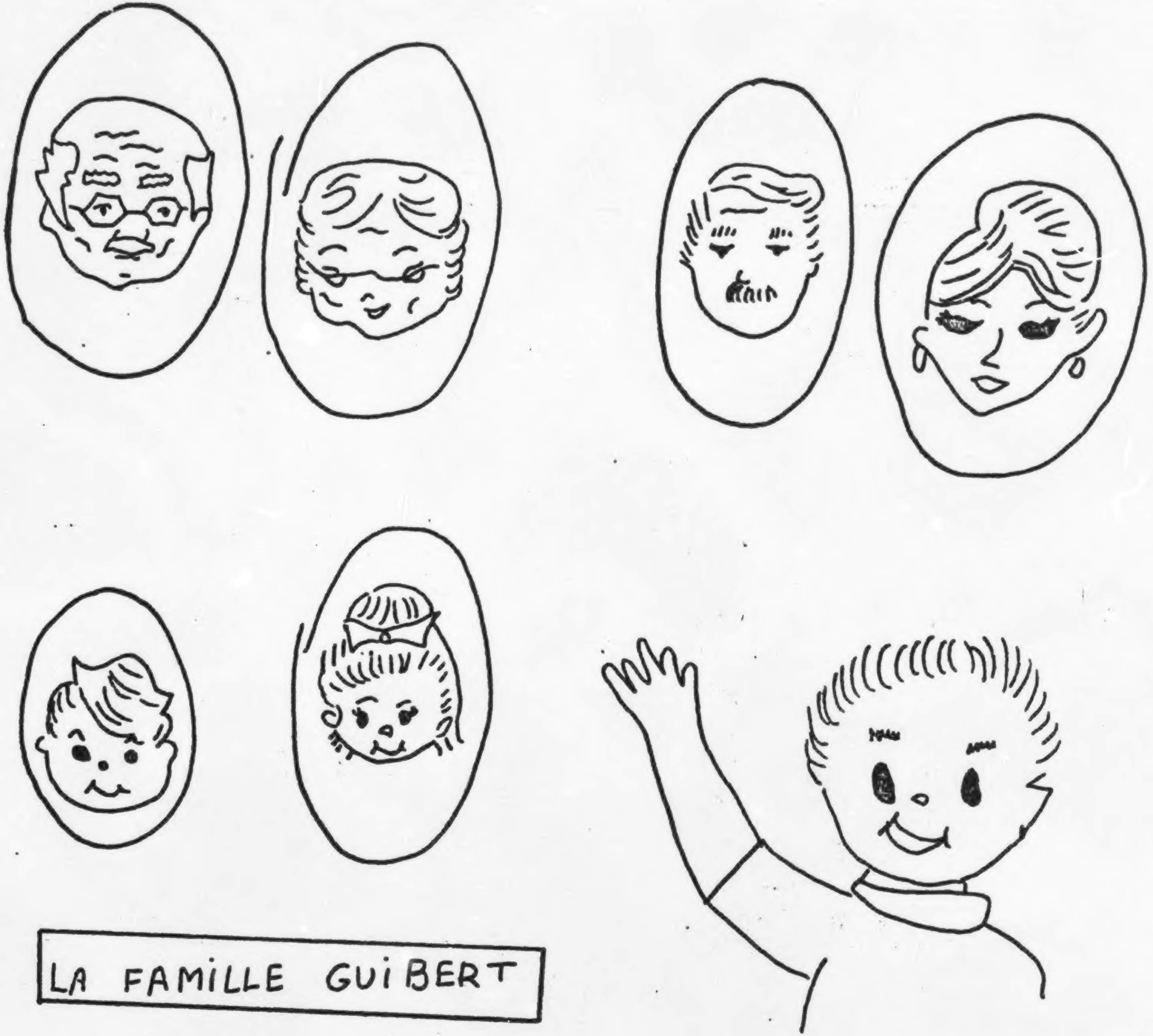
4.



5.

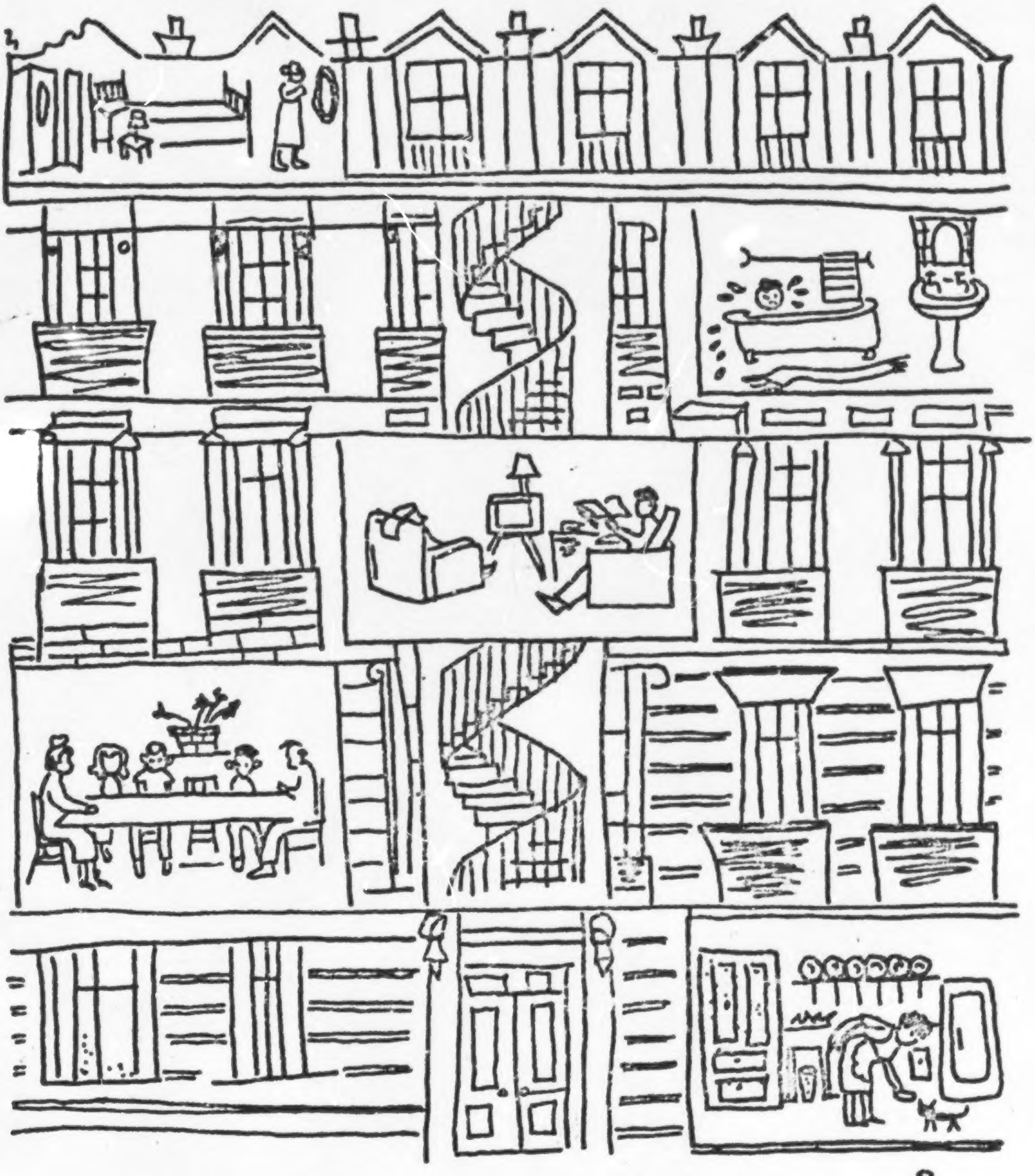


94 - 5.12



LA FAMILLE GUIBERT

105



8

DIALOGUES

#1. Gabrielle: Qu'est-ce qu'il y a comme dessert, maman?
Maman: Du fromage ou du fruit. Que veux-tu?
Gabrielle: Du fromage, s'il te plaît.

#2 Jean-Pierre: Il est quatre heures. J'ai faim.
Maman: Voici, mon chou. Un bol de lait et des biscuits.
Jean-Pierre: Quel bon goûter! Bon appétit!

VOCABULAIRE

Active:
Que veux-tu?
Je veux...
Le fromage
J'ai faim.
un bol de lait
le dessert
les biscuits
le lait
bon appétit
le goûter
le café
la tartine
le buerre
la confiture
le fruit
le croissant

Passive:
s'il te plaît
le lait
l'eau minérale
le pain
le vin
la tasse
le verre
l'assiette
la bouteille
le couteau
la cuiller
la fourchette
la serviette

LES ACTIVITES

1. Samples of various kinds of French cheeses are brought to class for students to taste.

2. Cheese fondue is made. Explain that fondue is a Swiss tradition (one from the French Alps too. It is a popular after-ski treat). The fondue might be prepared during class or at some special time. Recipes can be found for non-alcoholic fondue, although the original fondue is made with wine.

3. Make a bulletin board map showing where the various cheeses sampled (in #1 above) are found in France. Explain that cheese is stored in caves. See Guide France, page 262.

4. Sample various kinds of French "biscuits." These can be obtained at local grocery stores in the international foods section. In Bloomington Try Hatch's IGA, Krogers at Eastland, The Eight Mice in College Mall.

5. Bring to class a bowl, the type in which the French serve café au lait or milk for the children. Or bring a café au lait cup and a demi-tasse cup to show that the French "coffe cup" is not like the American counterpart.

6. Songs

From the record: By Alan Mills and Helene Baillargeon

Chantons en Français Volume I Part 2 (available at Monroe County Public Library.
Side one, Band 3: Ah! Mesdames, Voilà du Bon Fromage (a round)

Ah! Mesdam's voilà du bon fromage
Celui qui l'a fait il est de son village,
Celui qui l'a fait il est de son village.
Voilà du bon fromage au lait.
Il est du pays de celui qui l'a fait.
Ah! Mesdam's voilà du bon fromage.

Also add: Savez-vous planter les choux?

From the above record by Mills and Baillargeon:

Trempe Ton Pain, Marie
Side one, Band 5

Tremp' ton pain, Marie, Tremp' ton pain, Marie,
Tremp' ton pain dans la sauce, Tremp' ton pain, Marie
Tremp' ton pain, Marie, Tremp' ton pain dans le vin.
Nous iron dimanche à la maison blanche,
Toi en nankin, et moi en basin,
Tous deux en escarpins.

(This song has a lively tune! It also shows an element of French culture. People (well-brought-up) do not dip their bread in the sauce or the wine, especially in public! It might be done in an intimate family setting. Marie and her friend are dipping their bread in the gravy and the wine at home. But tomorrow they will go to the maison blanche dressed in silk and satin and they will have to follow conventional rules of etiquette there. The song also illustrates two levels of society and their habits; the peasants, Marie and company, dip their bread in sauce, while the high society of the 'maison blanche' don't!)

7. Games

a. Bingo with pictures of foods on cards instead of numbers.

b. Use paper plates with pictures of food cut from magazines and pasted on the plates. To be used when pretending to order in a restaurant.

c. Le Grand Gourmand (The Big Glutton)
You are in a restaurant. Tell the waiter what you would like to eat. Begin by saying: Approtex-moi du pain, s'il vous plaît. The next customer must repeat the first item, and add another: Apportex-moi du pain et du fromage, s'il vous plaît. Continue around the table with each customer repeating the items and adding another. Anyone who can repeat ten items in sequence and add another of his own is le grand gourmand. Bon appétit!

d. Ventes aux enchères (Auction Sale) p. 283, Amusons-Nous

The teacher will be the auctioneer and call out numbers for each of the foods listed in Column 1. Students will bid that number of items (from Column 2) needed to eat or drink the food being auctioned off. Remember that the words grand and petit count too. The person who mentions the highest number of items from Column 2 needed to eat or drink the items in Column 1 wins.

Column 1 Pour	Column 2 il faut avoir
le café	une assiette - grande ou petite
le fromage	une bouteille
le lait	un couteau - grand ou petit
les légumes	une cuiller - grande ou petite
l'omelette	une fourchette - grande ou petite
les pommes frites	une serviette
le fromage	une tasse - grande ou petite
la salade	un verre - grand ou petit
la tarte	
le thé	
la vinde	
le vin	

Example: le potage
cinq. Pour le potage il faut avoir une grande assiette, une grande builler, et une serviette.

e. Using paper plates with pictures of food, practice ordering in a restaurant.

f. Qui n'a pas de couteau? Using 3x5 cards, draw place settings with a utensil missing. Questions and answers follow to determine missing item.

In France, cheese is served as dessert. There are hundreds of different French cheeses. In a restaurant, the waiter brings a "cheese tray" at the end of the meal. The client selects one or more cheeses and the waiter slices a piece of the choice and serves it to the diner.

The snack or le goûter is served to French children at 4:00 p.m. every day. Lunch is always at noon sharp and dinner is served at 6:00 or later, so the children really need a snack at the appointed hour. Le goûter usually consists of a bowl of milk (or a large café au lait cup of milk and cookies (les biscuits). It can also be fruit juice, a fruit, soft cheese, bread and butter, or, on special occasions, pastries. The French parent considers the goûter as a nutritional supplement to the child's diet.

The expression "mon chou" (my cabbage) or mon petit chou (my little cabbage) is an expression of endearment. The cabbage has another connotation in French: French babies come from cabbages--the stork doesn't bring them, except maybe in Alsace where the storks nest in the chimneys.

Biscuit. This is the French word for cookies (biscottes is another word). The French cookie is not like the American cookie! It is more like the vanilla wafer or the teething cookies we give babies in the U.S.A. The French cookie is rather tasteless when compared to the American chocolate chip, peanut butter cookie, etc. Another name for the French cookie is petit gâteau sec (little dry cake). You can find French cookies in the international foods sections of local grocery stores. There are some "fancy" French cookies which don't exactly fall into the "biscuit" category. They have special names: Les boudoirs (lady fingers), Les langues de chat, les maccarone (maccaroons). These too can be found at local grocery stores.

Bon Appétit: This means "good-appetite", a polite formula one says before beginning a meal. We have no counterpart in English, except maybe "eat hearty" or "dig in"! Most others countries have a similar polite formula.

100
6.5

French cooking is varied. The many different types of climate in France produce different types of food.

It is carefully prepared. Seasonings, sauces, dressings are prepared at home and with great care.

It is well balanced. Fresh fruits and vegetables are important parts of each days meals. In general they eat less meat than we do. They eat much fish, because of the coastline--no part of France is very far away from fresh fish.

French people are very proud of their bread. They buy it fresh, sometimes more than once a day. It comes in many shapes--frequently long, unwrapped, and uncut, with a crisp crust on the outside. The expression Bon comme le pain, shows the regard French people have for bread.

Wine is an essential and ordinary part of a French meal. Even children drink wine, mixed with water. Adults sometimes dilute their wine with water or ice.

When eating with a knife and fork, the French do not put down their knife, and transfer the fork to the right hand after cutting a piece of meat. They simply eat the meat with the fork in their left hand, and cut another piece. Much simpler than our method of holding the fork in the left hand to cut a piece, then transfering it to the right to eat.

A frequent dessert in France is cheese with fresh fruit. France produces many delicious kinds of cheese.

Le goûter--a snack after school Frequently a glass of milk or chocolate, bread and butter, jam, etc.

Breakfast is usually small. The noon meal is the largest, usually lasting two hours. When they can the men and children come home for this meal. However, it is not always possible with men working farther away from home, children eating in school cafeterias, and women working. The evening meal is usually served later than we would be accustomed to. Stores close a little later (6:00), school lasts until 4:00, therefore the evening meal is later.

Typical Day's Menu
Getting to Know France,
p. 116

101
6.6

BIBLIOGRAPHIE

Bauer, Camille. Panorama de la France Moderne. (New York: Holt, Rinehart and Winston, 1968.) p. 144 (La tenue a table et les classes sociales), p. 195 (Cuisine et civilisation).

Bishop, Claire Huchet. Here is France. (New York: Farrar, Straus & Giroux, 1969). pp. 73-95.

Cadoux, Remunda. Getting to Know France. (New York: Oxford Book Company, 1964,) pp. 113-119.

Cadoux, Remunda, Vous et Moi. (New York: The Macmillan Company, 1970.) pp. 166-170, pp. 440-441.

A-LM, Level II, Second Edition. (New York: Harcourt, Brach and Jovanovich, 1970.) pp. 204-207, p. 196.

Michaud, Guy. Guide France. (Paris: Classiques Hachette, 1964.) pp. 262-263.

LA NOURRITURE

Test, teacher's script.

1. - 6 Identify food with true or false questions. The student should write V for vrai and F for fausse after he hears the statements.

7. A typical French breakfast might be
    A. ham and eggs.
    B. omelette with mushrooms.
    C. roll and coffee.

8. A French lunch hour is
    A. 1/2 hour long.
    B. 1 hour long.
    C. 2 hours long.

9. The main meal of the day is usually served at
    A. night.
    B. noon.
    C. morning.

10. A typical dessert might be
    A. pie à la mode.
    B. chocolate cake.
    C. cheese and fruit.

11. Le goûter takes place at
    A. 2:00 p.m.
    B. 4:00 p.m.
    C. 10:00 p.m.

12. J'ai faim.
    A. Voici des biscuits.
    B. La fenetre.
    C. Voici le stylo.

13. Why do the French eat a lot of fish?

14. The F.B.I. agent is looking for a Frenchman who has been smuggling opium into the country. He watches two suspects in a restaurant. Suspect A cuts his meat with his fork in his left hand, his knife in his right, lays down the knife, moves the fork to the right hand and eats the meat. Suspect B eats the meat with his fork still in his left hand. Which man does he arrest?

Crêpes

Batter may be prepared hours in advance, stored in a cool place and crepes cooked just before serving. Or crepes may be cooked in advance and kept warm in a slow oven.

Melt in a 6-in. skillet and set aside
    2 tablespoons butter
Sift together into a bowl and set aside
    1 cup sifted flour
    1/4 cup sugar
    1/4 teaspoon salt

Beat together
    3 eggs, beaten
    1 cup milk

Beat in the melted butter and
    1 teaspoon grated orange or lemon peel
    1/2 teaspoon vanilla extract

Combine egg mixture with dry ingredients and beat with rotary beater until smooth.

Heat skillet moderately hot. Pour in just enought batter to cover bottom. Immediately tilt skillet back and forth to spread batter thinly and evenly.

Cook each crepe over medium heat until light brown on bottom and firm to touch on top. Loosen edges with spatula. Turn and brown second side. It should be unnecessary to grease skillet for each crepe.

As each crepe is cooked, transfer to a hot platter, spread with a butter, sugar mixture, roll, and set in oven to keep warm.

Butter, sugar mixture

Cream until butter is softened
    6 tablespoons butter
    3 tablespoons orange juice
Continue to cream while gradually adding
    6 tablespoons confectioners sugar.
Blend thoroughly.

6.9

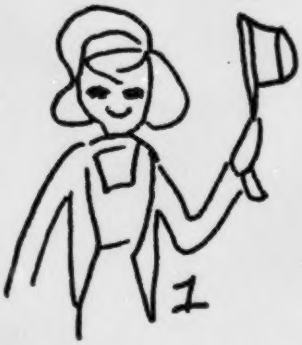
Le Croque-monsieur

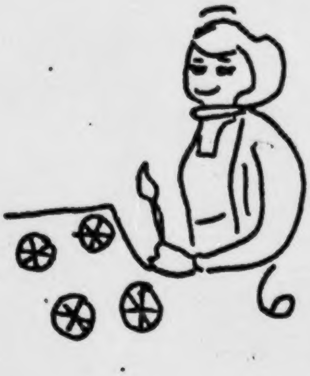
Butter a slice of bread.
Place a slice of swiss cheese on the bread.
Then place a slice of ham on top of the cheese.
Now put another slice of cheese on top.
Close the sandwich with another piece of bread.
Butter both sides of the sandwich.

This sandwich may be grilled on a skillet, or under a broiler.
Be sure to press down so the sandwich holds together nicely.
The French tie it in string to hold it all together.
It could also be placed in a hamburger press that is used to grill over an open fire.
Cook the sandwich about four minutes to each side.

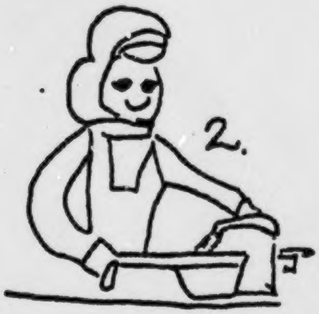
Serve the sandwich hot, with a salad.

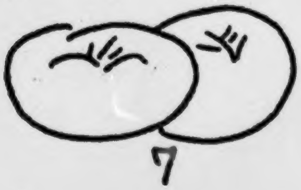
HOW TO MAKE "ACCORDION" TOMATOES FOR TWO

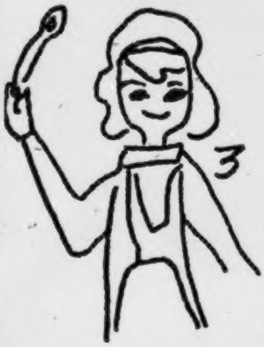


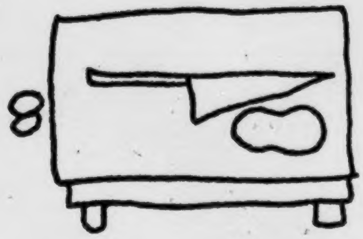


Fill a pan with water.
Turn on stove to high.
Put one egg in pan.
Place pan on stove;
Cook 15 minutes.

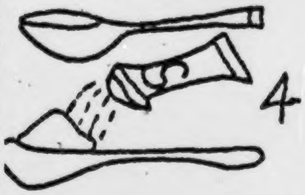


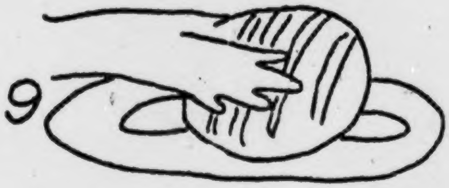




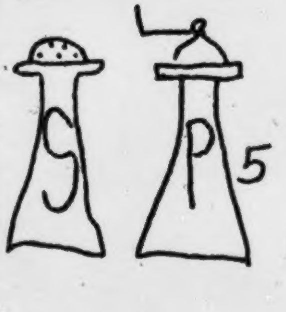


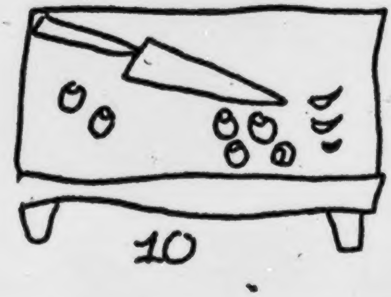
Take 2 medium-sized tomatoes.
Cut them in 6 or 7 slices, without cutting completely through the tomato.
Place sliced tomatoes on a plate.



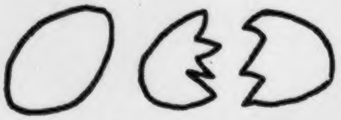


Select 2 black olives and 2 green olives and cut into small pieces.

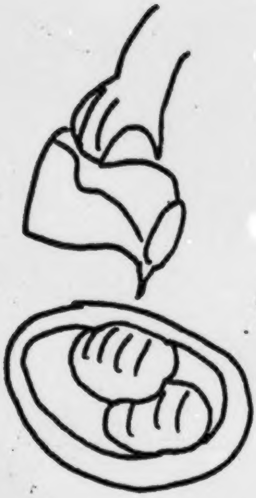




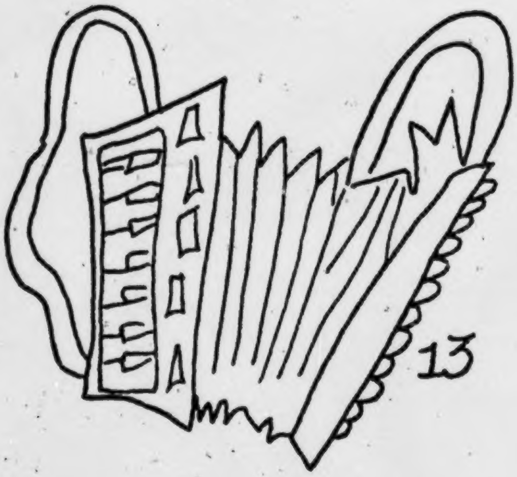
"Accordian" Tomatoes -- 2


11

Take egg from pan.
Peel egg.
Cut egg in half.
Cut each half into 3 slices.
Place egg slices between slices of tomato.



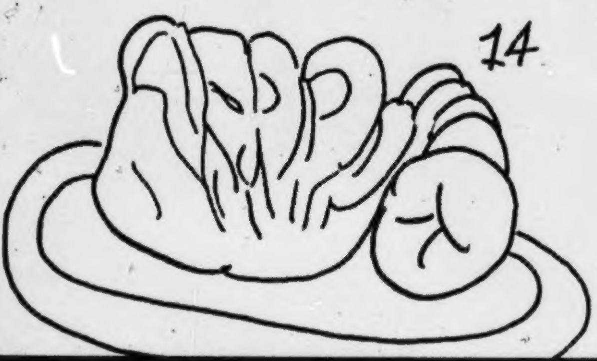
Pour dressing over the eggs and tomatoes.
Garnish with olives.
Serve as hors-d'oeuvre.


13

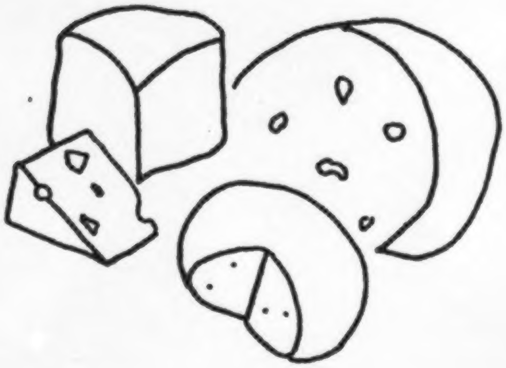
"Vinaigrette" Dressing

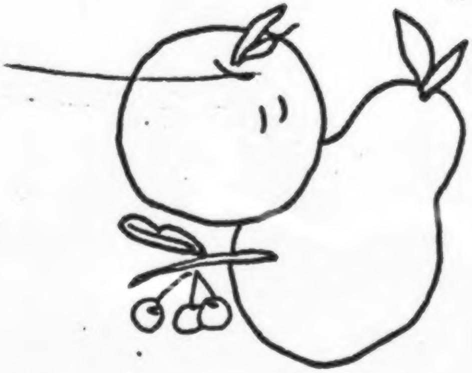
Mix together in a small bowl:
- 1 tablespoon wine vinegar
- 5 pinches salt
- 1 pinch pepper
- 3-4 tablespoons oil (the amount will depend on personal taste)
- 1-2 pinches dry mustard (if desired)
- Garlic powder to taste.

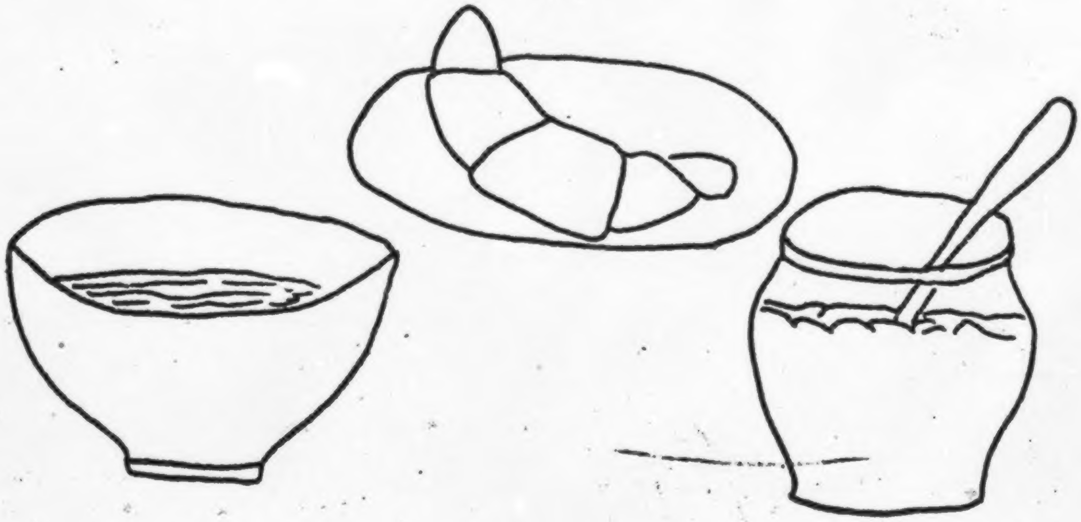
When mixed thoroughly, pour over eggs and tomatoes.

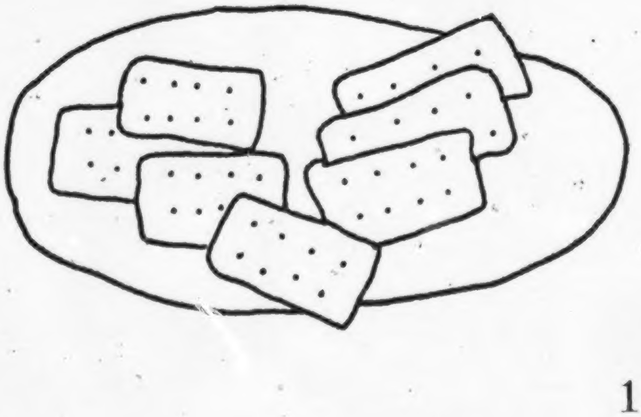

14

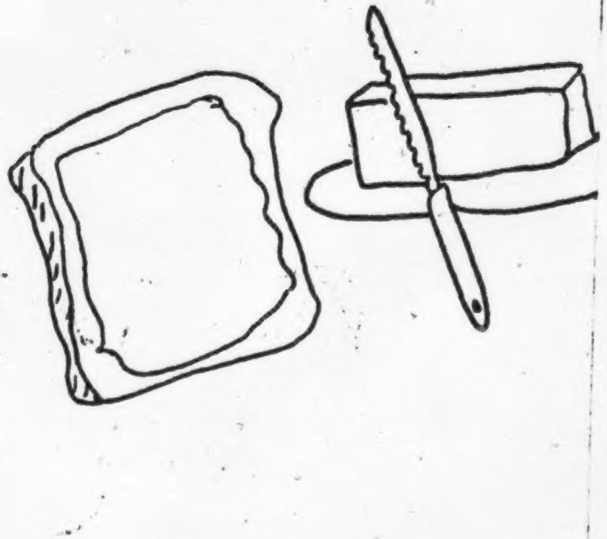
BON APPÉTIT!











La Pétanque, or Les Boules

La Pétanque is played in the south of France - le midi.
To play pétanque you need:

1. at least two people.
2. a small wooden ball called le cochonnet.
3. two boules per person. These balls are made of iron, about ten centimeters in diameter, and weigh about one and a half kilos each. (3 lbs.)
4. a playing field. (Preferably near a café where you can get something cool to drink as you argue a lot and become very thirsty).
5. a steel measuring tape (to solve any arguments).

How to play:

Form two teams, Draw an arc on the ground. Throw the cochonnet about five meters away. Stand behind the line and each person throws his two boules. Try to get your boule as close to the cochonnet as possible. If you can't get close to it, try to knock the other team's boules away from it. When all the balls are thrown, measure to see which team has the closest ones to the cochonnet. This team gets one point. Repeat this fifteen times. The team which has eight or more points wins.

Le Tour de France (Bicycle race)

This is the most important single athletic event in France. It is frequently compared to our World Series. It was started in 1903 and has taken place each year except during wartime. It occurs in late June or early July and lasts for about 20 days. The course is always slightly different so that it gives most of the people in France an opportunity to see it. There are about twenty different stages, depending on the terrain. Each day the winner wears a maillot jaune (yellow shirt). As the racers approach town there will be huge crowds which bring souvenir stands and a great deal of excitement. As a racer approaches his own home town it is considered courtesy for the leading racer to allow him to ride into town first. The race goes all around France, through mountains, whatever the weather. The last stage is always at Paris.

109
7.2

With the diminution of the working week, leisure-time activities have assumed a much greater importance in France as elsewhere.

In spite of the popularity of radio and television, reading still holds a very important place; the French read a great deal. The classics are gradually reaching the masses, thanks to the widespread cheap pocket editions and lending libraries. Two of every three homes have private libraries.

The taste for the theatre and for music (concerts and music-halls) has developed and penetrated all milieus. This is due largely to the decentralization of the theatre and to the establishment of amateur theatres, to educational groups such as the Jeunesses Musicales and to summer festivals. The cinema ranks among the favorite diversions of a large part of the population.

Because of the need to escape from the noise and restlessness of the city, the country is invaded, on Sundays and holidays, by crowds of hikers, cyclists, and campers. Those who combine the out-of-doors and sports, whether as a participant or a spectator, are also numerous.

The institution of four weeks of paid annual leave for all working people, the rise in the standard of living, and the improvement of transportation have resulted in a greatly expanded travel for pleasure. The summer holidays, or les grandes vacances, are the most important leisure activities of the French. All the year people plan for them. At the end of the school year begin mass departures from the cities, trains are doubled or tripled, and lines of cars on the roads cause traffic problems. The beach and mountain resorts are the most popular, but an increasing number of Frenchmen visit neighboring countries, especially Switzerland, Italy, and Spain.

Today more than ever, to get relief from the frantic life of the city, with the need for relaxation and a return to nature, the Frenchman loves gardens. He loves especially his own garden in which he cultivates both flowers and vegetables. Gardening has become more than a pastime; it has become a sport that one can practice even in retirement. In certain regions, especially on the outskirts of the cities, France seems like an immense garden.

The urban French have learned to make the most of parks and the outdoors; total space needs have been maintained in balance. People love the outdoors and flock to the sidewalk cafes, to parks and gardens, and on holidays and week-ends, to the country. One possible reason for this, may be the rather crowded conditions under which many of them live.

p. 77, 118, Teaching for Cross-Cultural Understanding, Tora Ladu.